DOCUMENT RESUME

ED 159 484 CE 018 194

TITLE	Arizona Traffic Safety Education, K-8. Passenger Safety, Grade 3.
INSTITUTION	Mesa Public Schools, Ariz.
SPONS AGENCY	Arizona State Dept. of Education, Phoenix.
PUB DATE	77
NOTE	95p.; For related documents see CE 018 050-054 and CE 018 192-200
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Conduct; Curriculum Guides; Evaluation Methods; Grade 3; Learning Activities; Learning Modules; Misbehavior; Performance Based Education; Primary Education; Resource Materials; *Safety Education; *School Buses; Skill Development; State Legislation; *Student Transportation; Traffic Regulations; *Traffic Safety; *Vehicular Traffic
IDENTIFIERS	Arizona

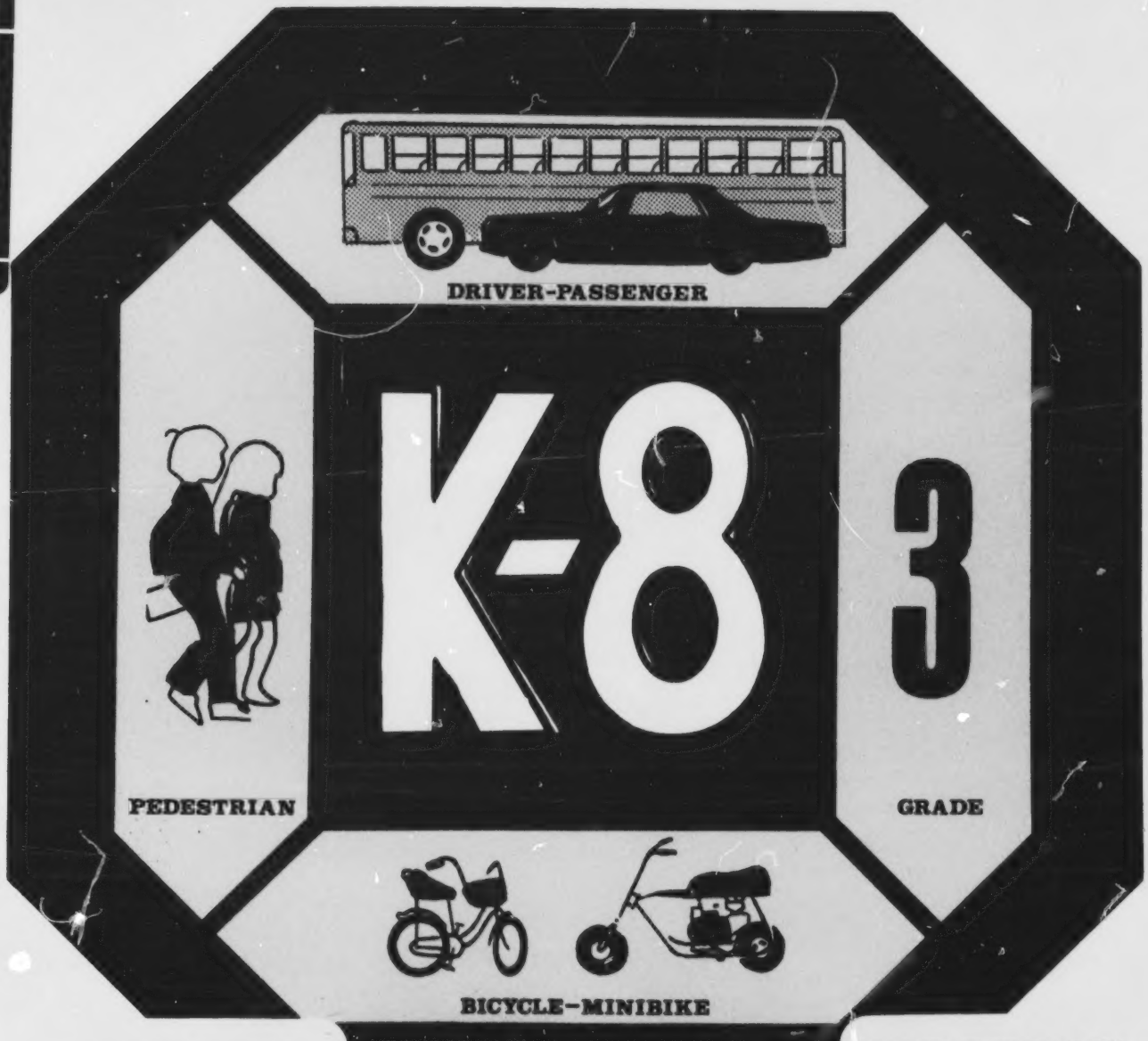
ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide contains four lessons and an appendix of school bus safety tips for use in grade 3. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and passenger safety; instructions for using this program, explaining evaluation methods; Arizona law and regulations governing pupil transportation; a form to report misconduct on the school bus; and rules for school bus safety. The lessons cover the following subjects: waiting for, boarding, and leaving the school bus; passenger conduct; and protection from sudden stops. An illustrated appendix gives twelve rules for school bus safety. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include learning poems and songs, role playing, class discussions, drawing, and quizzes. (ELG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ARIZONA
TRAFFIC SAFETY EDUCATION

- ED159484



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Arizona Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

PASSENGER SAFETY

CE 018 194

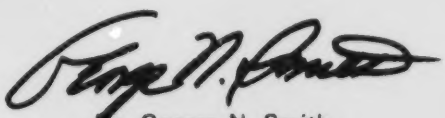
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

PASSENGER SAFETY – THIRD GRADE

CONTENT

Introduction iii

Using This Program vi

Regulations and Laws Governing Pupil Transportation, State of Arizona viii

Report of Misconduct on School Bus x

Rules for School Bus Safety xi

Lesson

Meeting and Boarding the School Bus 1

Leaving the School Bus 2

Be A Good Passenger – Respect Others 3

Sudden Stops – How Passengers Protect Themselves 4

Appendix

Safety Tips for School Bus Riders.

INTRODUCTION*

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.

2. Highway users must learn to communicate with others. Some forms of communication are as follows:

   a. Eye-to-eye contact. *Example*: The student should learn to look at the car driver, not just the car.

   b. Learn the signs and signals that will provide information as to what the other person is going to do.

   c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*

3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.

4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.

   a. A large adult is easier to see than a small child.

   b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

---

*NOTE: The general information on the first eight basic highway safety concepts is the same as in the *Introduction* to the Pedestrian Safety Lessons. When teaching passenger safety to elementary students, consider the additional information in Concept No. 9.

5. The highway user may be experiencing problems, such as:

   Poor eyesight

   Under the influence of alcohol or drugs

   Low angle of the sun, a.m. or p.m.

   Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

   There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

   Under no circumstance should we assume the Right of Way until the other highway user yields it.

   The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. It would appear that passengers have very little influence on traffic safety, but upon closer analysis it is found that *passengers can have a very significant positive or negative influence on highway safety.*

   There are two areas of highway safety that can be influenced by passenger safety, that of accident prevention and accident survivability.

   Accident prevention

   The conduct and attitude of a passenger can affect how well the driver of a vehicle can perform. Excessive noise, flying objects, etc., can definitely have a negative and distracting influence on the performance of a driver. Also, the passenger, through verbal encouragement, can have positive or negative influence on the driver's performance.

   Accident survivability

   A knowledge of and positive attitude toward the use of restraining devices, safety devices, and proper riding position, if incorporated into the role of a passenger, can

greatly increase the survivability of a passenger, in the event of a highway crash. Therefore, it is imperative that young passengers understand and accept their responsibility for the influence they can have on the safety of themselves and other highway users.

We sincerely hope that this unit on highway safety education will be an effective tool for the teacher to use in improving the childrens' survivability in our transportation system.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	✓												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

REGULATIONS AND LAWS GOVERNING PUPIL TRANSPORTATION

STATE OF ARIZONA

REGULATIONS

1. **Standing**

   Standing shall not be permitted on any school bus. A school bus shall not be put in motion until all pupils are seated. Ref. A.R.S. § 28-901.A. In unloading pupils, the driver shall not allow pupils to leave their seats until the bus comes to a complete stop.

2. **Loading and unloading pupils**

   Whenever a school bus stops to discharge or load pupils who must cross the street or highway, the pupils shall cross in front of the bus. The bus shall not be moved until all pupils discharged from the bus who must cross the street or highway have done so. The driver of the bus shall not permit the pupils to be discharged from the bus to cross the street or highway until they may safely do so.

3. **Authority of drivers**

   The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported. Continued disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for the pupil to be denied transportation in accordance with regulations of the governing board of the school. (All adult passengers such as coaches, teachers, monitors, etc., are also under the authority of the school bus driver.)

4. **Smoking in bus**

   Smoking in a school bus shall be prohibited whenever pupils are aboard.

5. **Intoxicating liquors**

   No intoxicating liquor shall at any time be carried in a school bus.

6. **Animals**

   No animal shall be transported in any school bus unless such animals are to be used as part of the school program and only when specifically authorized by the local school authorities.

7. **Weapons**

   No weapons of any sort, except side arms carried by authorized police officers, shall be transported on a school bus.

28-900. Regulations relative to school buses

A. The commission by and with the advice of the state board of education shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses used for the transportation of school children when owned and operated by any school district or institution, or privately owned and operated under contract with any school district in this state and the regulations shall by reference be made a part of any such contract with a school district. Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to such regulations.

B. Any officer or employee of any school district who violates any of the regulations or fails to include obligation to comply with the regulations in any contract executed by him on behalf of a school district shall be guilty of misconduct and subject to removal from office or employment. Any person operating a school bus under contract with a school district who fails to comply with any of the regulations shall be guilty of breach of contract and the contract shall be cancelled after notice and hearing by the responsible officers of the school district.

REPORT OF MISCONDUCT ON SCHOOL BUS

This is a form the school bus driver fills out when an infraction of the rules takes place on the bus. One copy is sent to the student's parents.

REPORT OF MISCONDUCT ON SCHOOL BUS

Bus #_____ Date_____

Name of Student_____

School _____ Time: A.M. - P.M.

INFRACTION (Check Infractions)

- ☐ Loud, Unnecessary Talking
- ☐ Vulgar or Profane Language
- ☐ Unauthorized Window Adjustment
- ☐ Out of Seat When Bus in Motion
- ☐ Part of Body Out Window
- ☐ Object Thrown Out Window or Door
- ☐ Marked on Part of Bus
- ☐ Cut Seat
- ☐ Lack of Consideration for Others
- ☐ Eating on Bus
- ☐ Chewing Gum
- ☐ Failed to Follow Instructions of Driver
- ☐ Continually Late to Bus Stop
- ☐ Striking Matches on Bus
- ☐ Failure to Sit in Assigned Seat
- ☐ Littering Bus

Warning Given? _____ Yes _____ No

REMARKS Brief Explanation of Infraction _____

_____

_____

_____

_____
Signature of Driver

RULES FOR SCHOOL BUS SAFETY

PUPILS BEING TRANSPORTED ARE UNDER THE AUTHORITY OF THE BUS DRIVER AND SHALL:

1. BE ON TIME FOR THE BUS BOTH MORNING AND EVENING.
2. STAND A SAFE DISTANCE FROM THE HIGHWAY WHILE WAITING.
3. GET IN LINE AS THE BUS APPROACHES.
4. ALWAYS USE THE STEPS AND HANDRAIL.
5. NEVER CROWD OR PUSH.
6. SIT IN SEATS AS ASSIGNED BY THE DRIVER.
7. TAKE SEATS QUIETLY AND QUICKLY, AND REMAIN SEATED WHILE THE BUS IS IN MOTION.
8. KEEP HANDS, ARMS, HEADS OR OBJECTS INSIDE BUS.
9. NEVER THROW ANYTHING WHILE ON THE BUS.
10. HAVE WRITTEN PERMISSION FROM THE PRINCIPAL TO LEAVE BUS OTHER THAN AT HOME OR SCHOOL.
11. TALK IN NORMAL TONES; NO LOUD OR VULGAR LANGUAGE.
12. KEEP THE BUS CLEAN; NEVER PLACE BOOKS OR OTHER OBJECTS IN AISLE.
13. REFRAIN FROM MARKING, SCRATCHING OR DAMAGING THE BUS IN ANY WAY.
14. DANGEROUS OBJECTS, KNIVES, MATCHES, ETC., ARE PROHIBITED.
15. BE COURTEOUS TO THE DRIVER, TO OTHER PUPILS AND TO PASSERS-BY.
16. REFRAIN FROM TALKING TO THE DRIVER WHILE BUS IS IN MOTION.
17. REMAIN SEATED UNTIL THE BUS COMES TO A FULL STOP.
18. THOSE SITTING CLOSEST TO THE DOOR GET OFF FIRST.
19. MOVE AWAY FROM THE BUS AS SOON AS YOU GET OFF.
20. GO DIRECTLY HOME AT THE END OF THE DAY.

RIDING THE BUS IS A PRIVILEGE. PUPILS WHO REFUSE TO OBEY DIRECTIONS OF THE BUS DRIVER PROMPTLY OR REFUSE TO OBEY REGULATIONS SHALL FORFEIT THEIR RIGHT TO RIDE ON THE BUSES.

PASSENGER SAFETY – THIRD GRADE

LESSON ONE

"MEETING AND BOARDING THE SCHOOL BUS"*

OBJECTIVE ONE

Given a simulated school bus and bus stop situation, the student will demonstrate the proper actions in meeting and boarding the bus.

KEY POINTS

1. When *meeting* the school bus:

   a. Be at the bus stop at least five minutes before the bus. Leave home in time to catch the bus without running.

   b. Line up in a straight row and wait for the bus at least three feet away from the curb or bus stop.

   c. Stay in line. Don't wait or play in the street. Don't fool around.

   d. Ride only your own bus. Know its number, and the name of the streets where you get on and off.

   e. Wait until the bus comes to a FULL STOP and the doors have opened before moving toward the bus.

NOTE: Review Pedestrian Safety Lessons on traffic rules, hazards and helps, in relation to walking to the bus stop.

2. When *boarding* the school bus:

   a. Use the handrail.

   b. Let smaller children go first.

   c. Refrain from pushing or shoving.

---

*If desired, this lesson may be taught over a period of several days, using the varied activities in several subject areas. When using most of the activities, allow 120 minutes.

d. Enter the bus one at a time and be alert for:

A quick stop by another child.
A child in front missing a step.
A child stopping to pick up a fallen object.

e. Take your seat quietly and quickly, and stay seated while the bus is in motion, and until it is your turn to get off the bus.

MATERIALS NEEDED

Round paper plates, crayons, scissors, paste. Or make enough copies of the Happy Face Clock for each student. (Activity 1)

Make enough copies of "Safety Messages" for each student. (Activity 2)

Make transparencies of the bus pictures accompanying this lesson. (Activity 3)

Enough copies of the "Safety Steps" letter for each child to take home to parents. (Activity 4)

The poems and song lyrics attached to this lesson. (Activities 5 and 6)

Materials for constructing a classroom bus. Directions attached. (Activity 7)

Masking tape or chalk for a simulated bus stop area. (Activity 8 and Assessment)

Drawing paper or student copies of lesson pictures. (Activity 9)

Additional Resource Material

Sound Filmstrip LC No. 73-734474, "Safety To and From School," provides discussion of safety hazards and aids with the use of inductive reasoning. School Bus safety is included. One of six safety filmstrips from the *Primary Grade Safety Series* (Code No. 102288). For information or previewing, write to:

McGraw-Hill Book Company
Book Distribution Center
Hightstown, New Jersey 08520

Lucky Bus, a book by Richard G. Boyer. c. 1975

Oddo Publishing Company
201 South Second Street
Mankato, Minnesota 56001

"How Do You Go To School?" A School Bus Safety Program consisting of: 18-card flip chart and guide for visiting bus driver, 14 classroom study prints, filmstrip and cassette tape, teacher's manual, student texts.

Available on free loan from:
Driver & Safety Education Division
ARIZONA DEPARTMENT OF EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

OR

Available from:
Kilby Associates
P. O. Box 1113
Pendleton, Oregon 97801
Tel: 503-276-0100

If a large portion of the students attending your school ride the bus, it may be advantageous to purchase this program or parts of it.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Give each student a copy of the happy face clock (or a paper plate), scissors, paste, and crayons. Instruct students to draw in the numbers, then draw the hands showing the time they must leave home in order to get to their bus stop five minutes before the bus arrives. Ask several students what time they must leave home. Then point out that everyone does not leave home at the same time. Why? (Different bus times, distance from the bus stop, etc.) Why is it important to get to the bus stop a little early? (So they won't miss the bus, bus won't be late at next stop, etc.)

2. Review the basic pedestrian safety rules with the students, if necessary. You may use the "Safety Messages" worksheet included with this lesson to stimulate discussion and review both pedestrian and passenger safety. (Answers on the back of the master copy can be used to help students experiencing difficulty.) The messages can be found individually, in small groups, or as a class activity. When the activity is completed, have one student read his answer. Ask students, "Why is this a good safety message? What could happen if . . .?"

   Or you may elicit safety tips from the class by reading the pedestrian safety tips below and the Key Points, then asking, "Why do you think this is a good idea? What might happen if . . .?" "Can you think of other ways to stay safe on the way to the bus stop?"

   Important safety tips which should be reviewed are:

   a. Leave home on time to reach the bus stop five minutes before the bus comes.

   b. Cross only at the corners.

c. Watch for turning and backing cars.

d. Look all ways for traffic.

e. Walk across the street only when it is clear, or traffic has stopped. Don't run.

f. Obey signs and signals, and be sure car drivers are going to obey them before you move into the street.

g. Don't fool around in or near the street.

h. Walk on sidewalks. If no sidewalks, walk on the left edge of the road, single file, facing traffic.

3. Show students the transparencies, "BEHAVIOR AT THE BUS STOP," "AT THE BUS STOP," and "BOARDING THE BUS." Ask students the questions on the backs of the pictures, modifying or omitting questions as necessary.

4. Send a copy of the letter to parents' home with each child. Ask students to discuss each Safety Step with their parents.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Teach students one of the poems included in this lesson. Or have the class make up a poem of its own about meeting and/or boarding the school bus.

6. Teach (or review) the melody to the play song, "The Bus," included in this lesson. Give each student a copy (or use a transparency) of the added lyrics and motions. (It is not necessary to use all verses.) The children can make up their own verses and motions instead, if desired. The students can sing this song whenever they review school bus safety practices.

7. Have students build a classroom school bus. (Directions attached to this lesson.) This bus can be used to have students demonstrate bus passenger safety practices and for assessment.

8. Set up a simulated bus area in the classroom. (Use diagram with assessment procedure). Divide class into three or four groups. Each group makes up a story of where they are going in the bus, and what they will do when they arrive. Then students demonstrate the proper procedures for boarding the bus, taking a seat, and leaving the bus. (Students may take turns being the driver.) If desired, students may later draw pictures of their imaginary trip.

9. Have students draw pictures of their experiences going to meet the bus and waiting for the bus. Or make student copies of several of the pictures included in this lesson for students to color and/or make up stories about.

Make arrangements to have a bus and driver come to your school after Lessons 1 and 2 have been taught, so that the actual bus can be used for demonstration of skills.

SUMMARY

Remind students that in meeting and boarding the bus:

a. Leave home on time to arrive at the bus stop five minutes early.

b. Line up in a straight row away from the roadway.

c. Ride only your own bus.

d. Wait until the bus comes to a full stop before moving toward it.

e. Use the handrail and don't push or shove.

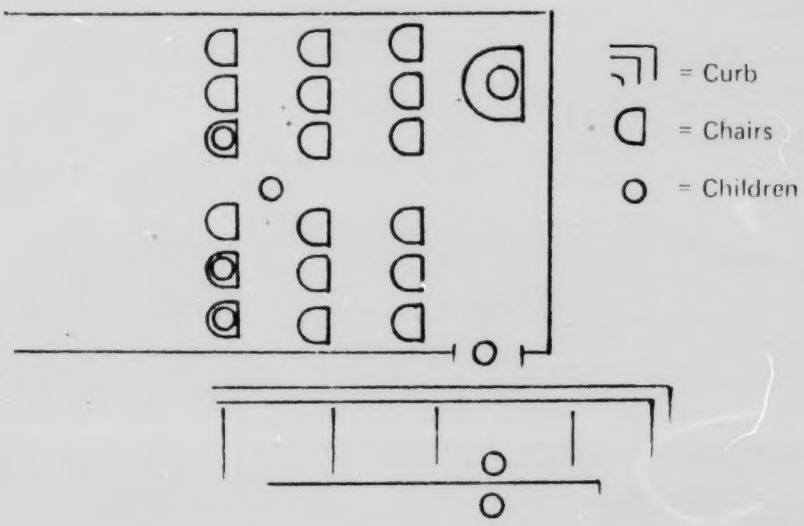
f. Board the bus one at a time, letting smaller children go first.

g. Take your seat quickly and quietly, and remain seated until the bus has stopped where you are to get off.

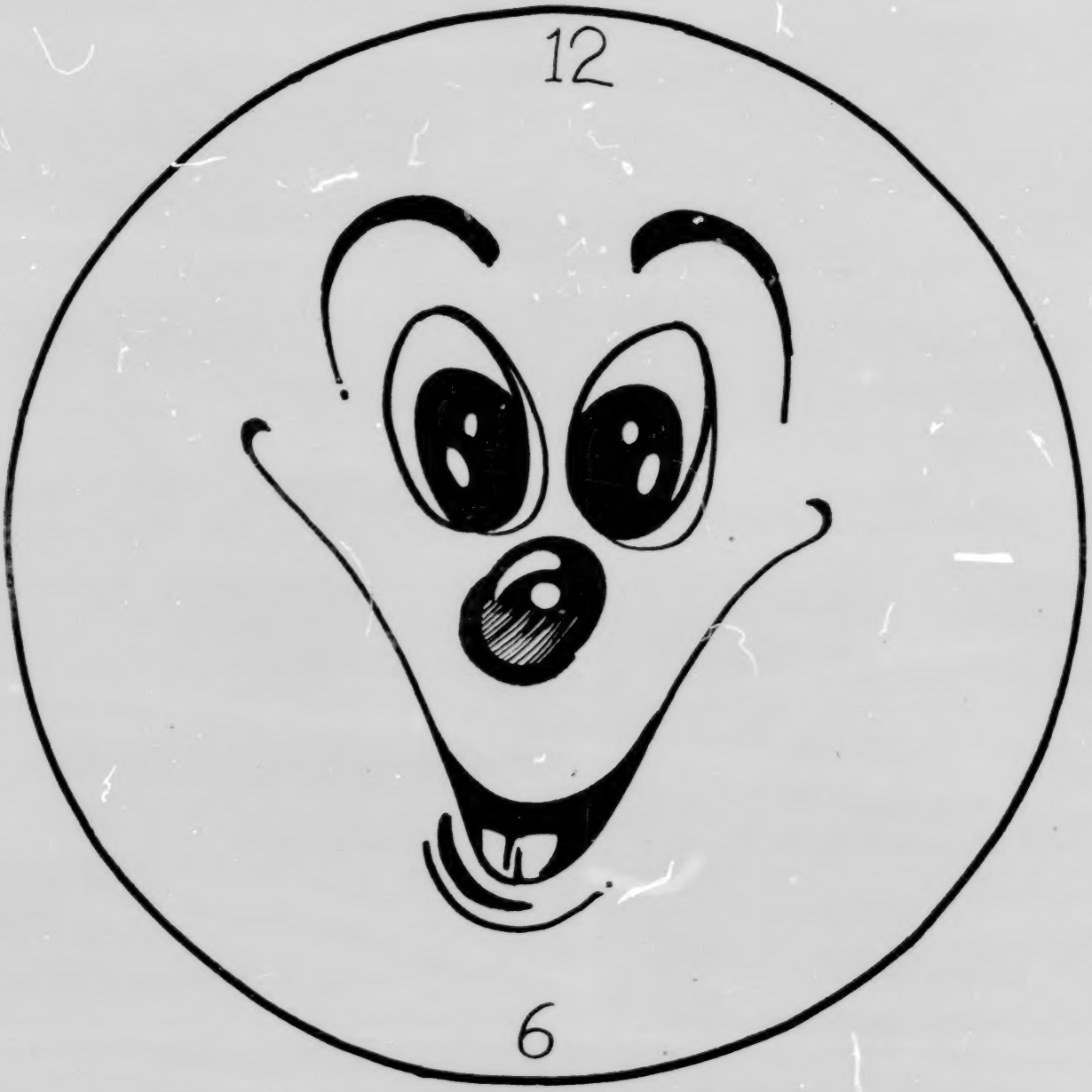
ASSESSMENT PROCEDURE (OPTIONAL)

Set up a simulated bus and bus loading area in the classroom. Use masking tape or chalk to mark the curb line. For the bus simulation, place chairs in double rows leaving an aisle. (Diagram below) You may use the classroom bus your class constructed for this simulation. If you have an outside door in your classroom, you may want to use it as the bus door in this demonstration. Have students demonstrate the proper actions on meeting, boarding the school bus, and taking a seat. The proper actions are listed in the Key Points. Complete the assessment checklist and give assistance where needed.

SUGGESTED BUS SIMULATION & BUS LOADING AREA



HAPPY FACE CLOCK



SAFETY MESSAGES

I. Unscramble these safety messages for **getting to the bus stop and meeting the bus.** Write the messages in the right order.

1. the Be time bus for on.

_____

2. only Cross corners at.

_____

3. backing cars for Watch turning and.

_____

_____

4. signs all signals Follow and.

_____

5. row Stand straight in a.

_____

6. street out the of Stay waiting while.

_____

_____

7. from Stay the away curb.

_____

II. Here are some messages about **getting on the bus.** Circle the words on each line in **order** to find the messages. The first message is done for you.

1. A (W A I T) U (U N T I L) A B (T H E) E (B U S) Z (S T O P S) A P
2. W A I T F F O R Y T H E O D O O R S P T O P O P E N O U
3. E E N T E R Q T H E C B U S I N O N E C A T T A T I M E
4. A S T E N I E R M K U S E I T H E P L H A N D R A I L E
5. S D O W N O T S Q P U S H P T O R C N F S H O V E H B C
6. L E T V S M A L L Y S C H I L D R E N P G O T F I R S T
7. O P T A K E Y O U R D E S E A T Y N B Q U I C K L Y E S
8. P L G R E E T T T H E C Z N B U S D R I V E R S W E E E
9. T B S T A Y X Z S I T T I N G W R W H E N Y M O V I N G

III. Can you think of any other safety messages?

SAFETY MESSAGES - **ANSWERS**

I. 1. Be on time for the bus.

2. Cross only at corners.

3. Watch for turning and backing cars. (or backing and turning)

4. Follow all signs and signals. (or signals and signs)

5. Stand in a straight row.

6. Stay out of the street while waiting.

7. Stay away from the curb.

II. 1. Wait until the bus stops.

2. Wait for the doors to open.

3. Enter the bus one at a time.

4. Use the handrail.

5. Do not push or shove.

6. Let small children go first.

7. Take your seat quickly.

8. Greet the bus driver.

9. Stay sitting while moving.

III. Student answers. Key Points should be focused on.

(These answers are given so the teacher may help the students find the answers. It is not a correction sheet.)

BEHAVIOR AT THE BUS STOP

BEHAVIOR AT THE BUS STOP

1. Are the children behaving correctly while waiting for the bus?

2. What safety rules have they forgotten?

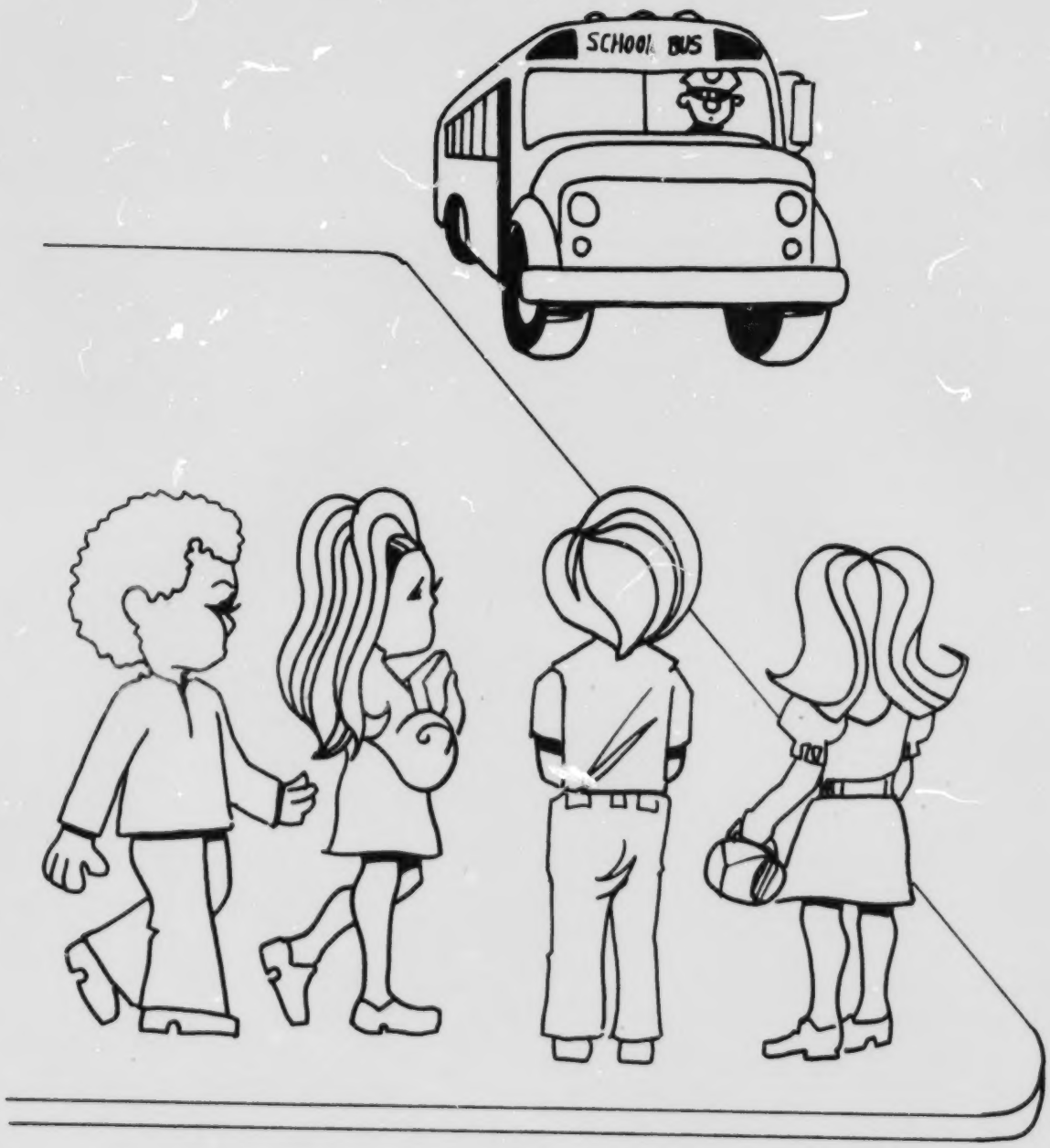
3. Why is it dangerous to fool around at the bus stop?

4. What is the correct way to behave at a bus stop?

5. What are the most important safety rules to follow while waiting at the bus stop?

6. Where should you wait for the bus?

7. Why shouldn't you stand too close to where the bus will stop?



AT THE BUS STOP

AT THE BUS STOP

1. Are the children in the picture waiting for the bus in the best way?

2. What safety rules have they remembered? (Key Points)

3. Where should you wait for the bus if there is no sidewalk?

4. How should you take care of the property you are standing on?

5. Where should you put your books, lunches, packages, etc... while you are waiting?

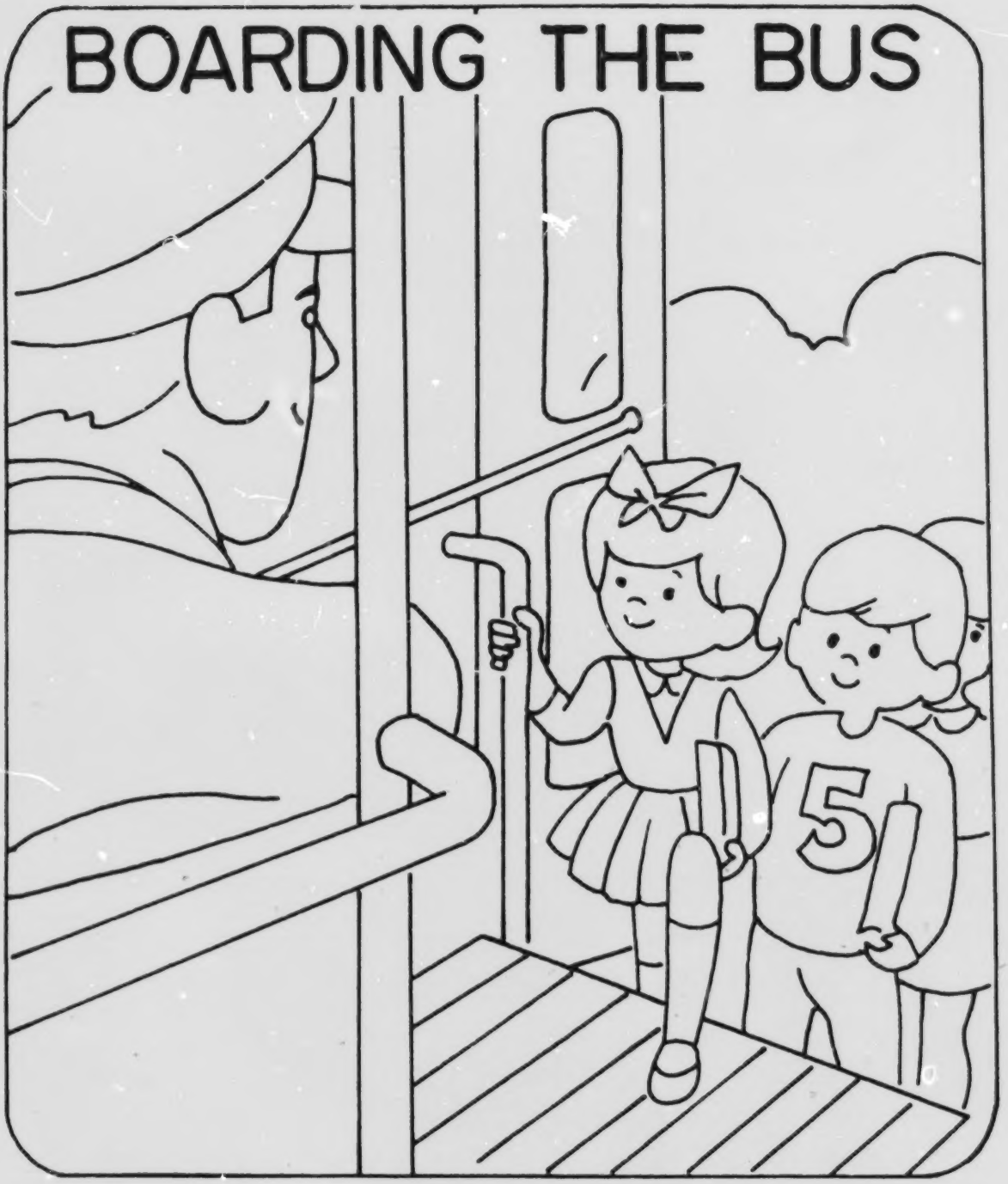
6. How should you treat other student's belongings at the bus stop?

7. Why is it important to be lined up in a row when the bus comes?

8. What is the best way to line up at a bus stop? (See picture)

9. When should you start to move towards the bus? (When it stops completely, and the door is opened.)

BOARDING THE BUS



We get on the bus in single file without crowding and pushing.
We always hold on to the handrail.

BOARDING THE BUS

1. What rule are the children in the picture following when boarding the school bus?

2. How many children should board the bus at one time?

3. Why is it important to board the bus in single file?

4. If someone is boarding the bus in front of you, when should you start to board it?

5. What could happen if someone started to push and shove to get on the bus?

6. Why should you use the hand rails when entering the bus?

7. Who should be allowed to get on the bus first? (smaller children)

8. Why should the younger children get on the bus first?

Dear Parent,

Since your child will be riding a school bus to and from school each day, may we suggest the following steps for his/her safety.

SAFETY STEPS

1. Walk to the bus stop with your child the first few days using the safest, most direct route.

2. Find out how much time it takes to get to the bus stop and the time the bus arrives.

3. Point out to your child where the hands of the clock are at the time he should leave. Allow enough time to get to the bus stop about 5 minutes early.

4. Point out any safety hazards - for example: Crossing streets, alleys or driveways - and that your child should always watch for oncoming cars when approaching these areas.

5. If sidewalks are available, your child should use them. If not, he should walk FACING TRAFFIC, single file.

6. Find out the bus number, and be sure your child checks so that he boards the correct bus.

7. If your child misses his bus ride to school, instruct him to come straight home. Or, if no one will be at home, make arrangements for the possibility of a missed bus.

8. If your child must cross a busy street remind him/her to look both left and right to check for oncoming traffic before stepping from in front of the bus to cross the street.

9. Encourage your child to come directly home from the bus stop at the end of his school day.

We hope this information will be helpful to you and to your child.

Sincerely,

_____

Principal or Teacher

SAFETY POEMS

WAITING FOR THE SCHOOL BUS

When we are waiting for the school bus
We line up single file and never fuss.
We stay on the curb away from the street,
And when the bus door opens
We're ready to move our feet.

WAITING AT THE SCHOOL BUS STOP

When I walk to meet the school bus,
Being on time is a giant must.
Time is important for me to know,
Before my bus comes, I must show.
Walking to the bus stop cheerful and gay,
On the sidewalk I will stay.

I cross at the corner of the street,
First I look all ways, then move my feet.
To get to where the bus we'll meet
I must not walk in the street.
And even if the bus is late
Back from the curb is where I wait.

WATCH THE STEPS

The school bus steps are sometimes slick,
You can lose your balance really quick.
So play it safe and take it slow,
Or when you step UP, DOWN you will go!

SCHOOL BUS SAFETY
SONG LYRICS

Tune: "The More We Get Together"/
"Have You Ever Seen A Lassie"

"THE MORE WE THINK OF SAFETY"

The more we think of safety,
Of safety, of safety,
The more we think of safety,
The happier we'll be.
1 At the bus stop, stand single file,
Think courtesy, no fooling 'round,
The more we think of safety,
The happier we'll be.

The more we think of safety,
Of safety, of safety,
The more we think of safety,
2 The happier we'll be.
Sit quietly, nothing in the aisles,
Ride safely, windows left as is,
The more we think of safety,
The happier we'll be.

Tune: "Little Brown Jug"

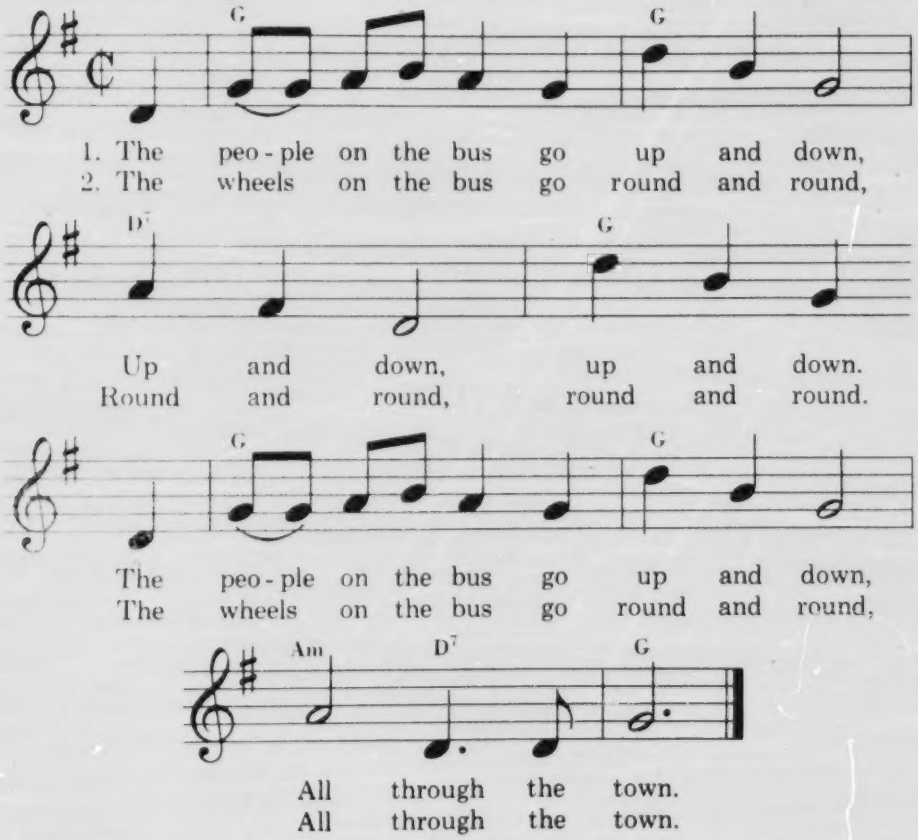
"SAFETY FIRST"

Riding on the bus to school
Don't act like a silly fool.
As you travel mile by mile
Keep feet and hands out of the aisle.

Books and pencils, lunches, treats -
They belong beneath the seats.
Don't be noisy, Don't be rough -
To drive with these things makes it tough.

The Bus

In moderate tempo

Play Song

G
G
1. The peo - ple on the bus go up and down,
2. The wheels on the bus go round and round,
D7
G
Up and down, up and down.
Round and round, round and round.
G
G
The peo - ple on the bus go up and down,
The wheels on the bus go round and round,
Am
D7
G
All through the town.
All through the town.

3. The horn on the bus goes too, too, too, etc.
4. The money in the box goes ding, ding, ding, etc.
5. The wiper on the glass goes swish, swish, swish, etc.

From *Singing On Our Way* of OUR SINGING WORLD series, Copyright, 1959, 1957, 1949, by Ginn and Company (Xerox Corporation). Used with permission.

THE BUS

(added lyrics)

The wheels on the bus go round and round,
round and round, round and round,
The wheels on the bus
Go round and round – all through the town.

(children's arms make circular motions)

The horn on the bus goes toot, toot, toot.
Toot, toot, toot – toot, toot, toot,
The horn on the bus goes
Toot, toot, toot – when someone forgets the rules.

(children make horn noise)

The wipers on the bus, go swish, swish, swish,
swish, swish, swish, swish, swish, swish.
The wipers on the bus
Go swish, swish, swish, every rainy day.

(children hold elbow of one arm, while it moves back and forth)

The children on the corners wait for it
– Wait for it – wait for it.
The children on the corners
Wait for it – to take them to school each day.

(stand)

They climb on the bus, one by one,
One by one, one by one.
They climb on the bus,
One by one, holding on to the hand rail.

(pretend to step up)

The driver on the bus says, "Please sit down.
Please sit down, please sit down."
The driver on the bus says
"Please sit down, until we get to school."

(driver . . . . . .)

The children on the bus sit quietly,
quietly, quietly.
The children on the bus sit quietly
Until it comes to a stop.

(children sit back in seats)

The bus is stopped before they leave their seats,
Leave their seats, leave their seats.
The bus is stopped before they leave their seats,
To get off or on.

(children pretend to pull on the brake)

The sign on the bus says, STOP–STOP–STOP,
STOP–STOP–STOP; STOP–STOP–STOP
The sign on the bus says
STOP whenever the children get off or on.

(motion "Stop" with hands)

The children get off and go to their rooms
Go to their rooms, go to their rooms
The children get off and go to their rooms
After they leave the bus.

(walking motion)

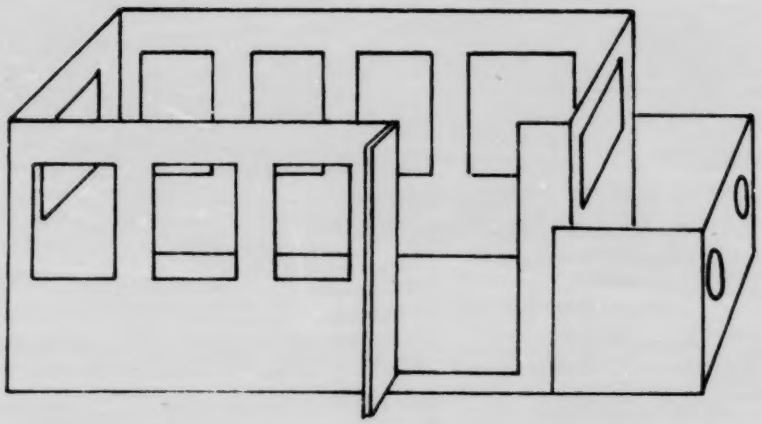
This can go on and on with other verses to teach the safety rules and procedures . . .) (The tune, "Here We Go 'Round the Mulberry Bush" may be substituted.)

DIRECTIONS FOR MAKING A SCHOOL BUS

Materials Needed

Cardboard & tagboard or Refrigerator carton	Yellow paint or paper Black, white, red paint
Masking tape	Chairs

Build a bus. (Using a picture of a real bus, make a classroom bus large enough for a group of your students to use.) The teacher should gather the materials in advance. The children, with teacher's guidance, begin by taping the cardboard or tagboard together to form the front, sides, and back of the bus. Continue by making a separate form for the nose of the bus and tape it to the bus in the proper position. Cut and fold back the door area in which the children enter the bus. Mark and cut out areas for the windows. Paint the bus yellow and black adding details, such as taillights, headlights (flashlights may be used), etc., as desired. (Large sheets of colored butcher paper or construction paper may be stapled on instead of using paint.) Put the name of the school district and a bus number on the side. *Optional:* Interior parts, such as steering wheel, fire extinguisher, gas pedal, handrails, may be drawn in. Use the children's school chairs for passenger and driver seats.



PASSENGER SAFETY – THIRD GRADE

LESSON TWO*

"LEAVING THE SCHOOL BUS"

OBJECTIVE TWO

Given a simulated school bus, the student will:
- identify the exits.
- demonstrate proper actions for leaving the bus under normal conditions.
- demonstrate proper actions for leaving the bus under emergency conditions.

KEY POINTS

1. When leaving the school bus, observe the following safety rules:

   a. Wait until the bus comes to a full stop before leaving your seat.

   b. Let those sitting closest to the door get off first.

   c. Leave single file, use the handrail, and don't push or shove.

   d. Move away from the bus as soon as you get off.

   e. If anything is dropped near or under the bus, tell the bus driver before trying to pick it up. (Be sure to explain why to the students.)

   f. If it is necessary to cross the street:

      – Cross in front of the bus, looking at the bus driver to make sure he sees you.

      – Cross far enough in front of the bus so the bus driver can see you, and oncoming cars can see you. (Sometimes drivers do not obey the bus "stop" signal.)

      – Look in all directions to make sure no traffic is coming or traffic which is coming has stopped before crossing.

   g. Go directly home after you leave the bus.

---

*These safety lessons may be incorporated with other subject areas and taught over several periods or several days. Allow at least 90 minutes for the activities in this lesson.

2. In emergency situations, follow these additional safety rules:

   a. Sit quietly and wait for instruction.

   b. Follow the instructions of the bus driver or the person in charge.

   c. Identify the emergency exits (door, emergency door at back of bus, windows).

   d. Let those closest to the exit go first.

   e. Leave quickly, without pushing or shoving.

   f. Once outside, move quickly off the road and away from the bus.

   g. Cooperate. Help others.

MATERIALS NEEDED

Make transparencies of the pictures accompanying this lesson (questions on back). (Activity 2)

A school bus and driver for demonstration. Call your School District Transportation Department ahead of time. This can be coordinated with other classrooms. (Activity 5)

A yardstick or tape measure. (Showing both inches and centimeters). (Activity 6)

For a School Bus Shape Story Book, make several copies of the bus outline (attached to lesson) for each student. One should be of yellow construction paper. You may prefer to make a bus outline template from the pattern instead, and have students trace this. (Activity 7)

Select pictures from those accompanying this lesson and make copies for students to color. (Activity 8)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Teach students the following poems:

AFTER I'M OFF THE BUS

After I'm off the bus, away I go.
If I drop something near the bus,
I let the driver know.
I look out for cars and trucks
If I must cross the street.
And I make sure the bus driver
Sees me from his seat.
And when I get off the bus at the end of the day,
I always make sure to go home right away!

IN A BUS EMERGENCY

In case of emergency you must do
Exactly what is expected of you.

Your life and others will depend
On how well you act as a friend.

Never shout, push or run.
Help is always sure to come.

The emergency exits please locate,
Obey directions, be careful, and wait.

2. Show the transparency, or picture, "LEAVING THE BUS." Ask the questions on the back of the picture to stimulate discussion of the proper way to leave the bus. Show the transparency "CROSSING IN FRONT OF THE BUS" and ask the questions on the back of the picture. Focus attention on the answers to the last three questions. Show the transparency "SCHOOL BUS EMERGENCY" and ask the questions on the back of the picture. Show the transparency of the emergency exits.

3. Ask groups of students to act out, or describe, what might happen in situations like those given below. Use the simulated bus (shown in Assessment Procedure) or the classroom school bus your class has constructed. (Directions in Lesson 1)

   What might happen if they:

   a. Got up to leave before the bus stopped.

   b. Didn't let the people in the front of the bus get off first.

   c. Didn't use the handrail as they walked down the bus steps.

   d. Pushed and shoved as they walked down the bus steps.

   e. Stayed close to the bus after getting off.

   f. Tried to pick up something near or under the bus without first telling the driver.

   g. Crossed the street without looking for traffic.

   h. Crossed the street without looking at the bus driver.

   i. Didn't go directly home after getting off the bus.

   j. There is a school bus emergency; the riders panic and don't listen to the bus driver's directions.

4. Using the simulated bus or classroom school bus (from Activity 3), have student groups demonstrate the proper procedures in leaving the bus, first in an ordinary situation. Be sure someone plays the part of the bus driver giving directions in an emergency to teach the importance of listening to and following his directions.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Have a school bus and driver visit the school after this lesson or after Lesson 3 has been taught. Two or three weeks prior to the time the driver and bus are needed, contact your local school district Transportation Department. Be specific as to the topics to be covered, day of week, time of day, amount of time available, etc. This activity may be coordinated with other classrooms. If several classes have coordinated the visit, you may want to have another bus and driver.

   Take students to the school bus at the boarding zone or school parking lot. Have the visiting bus driver watch as the students demonstrate proper bus boarding, riding, and exiting procedures using the real bus. He should call attention to the correct practices he saw and any unsafe practices, emphasizing how these promote or endanger passenger safety.

   Have the driver explain the district policy and those things he considers important and answer any questions students have, then walk the children through emergency exiting procedures. The children should prepare questions before the visit.

6. To show the distance students must cross in front of the bus, have students measure your classroom. Measure 10 feet or 3 meters. Measure the 10 feet in centimeters (300). Stress: "Always pass at least 10 feet (3 meters) in front of the bus so the driver can see you. Why is it dangerous to go behind the bus?"

7. My School Bus Shape Story Book. Make approximately five copies of the bus outline, one of yellow construction paper, for each student. Students illustrate sentences like the following:

   This is my bus.
   This is my bus driver.
   I use the handrail.
   I stay quietly in my seat on the bus.

   Students cut along the lines to form bus-shape pages and cover. The bus book may also include stories students have written about their experiences riding the school bus.

8. Give students copies of the pictures used in Activity 2 to color and take home.

SUMMARY

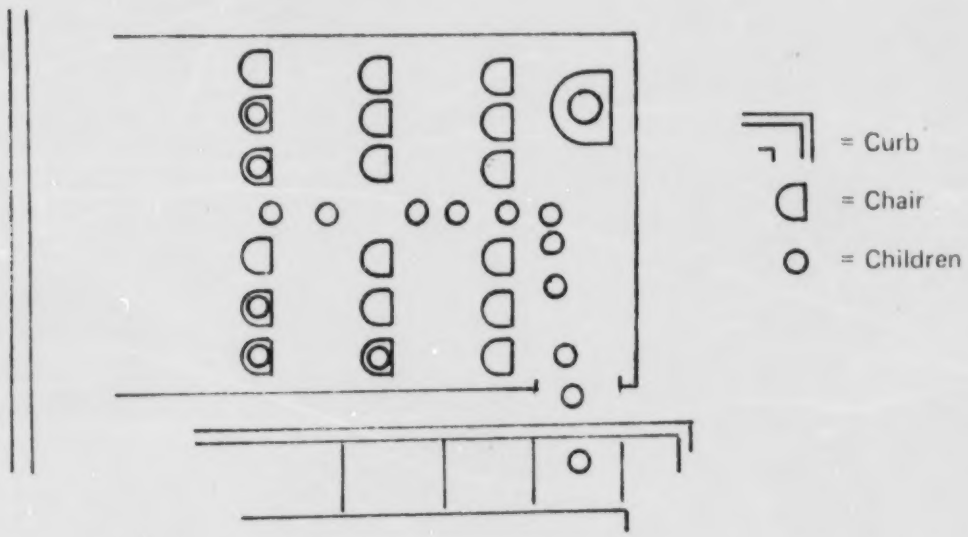
Review the safety rules for leaving the bus, both in ordinary and emergency situations. (in Key Points)

ASSESSMENT PROCEDURE (OPTIONAL)

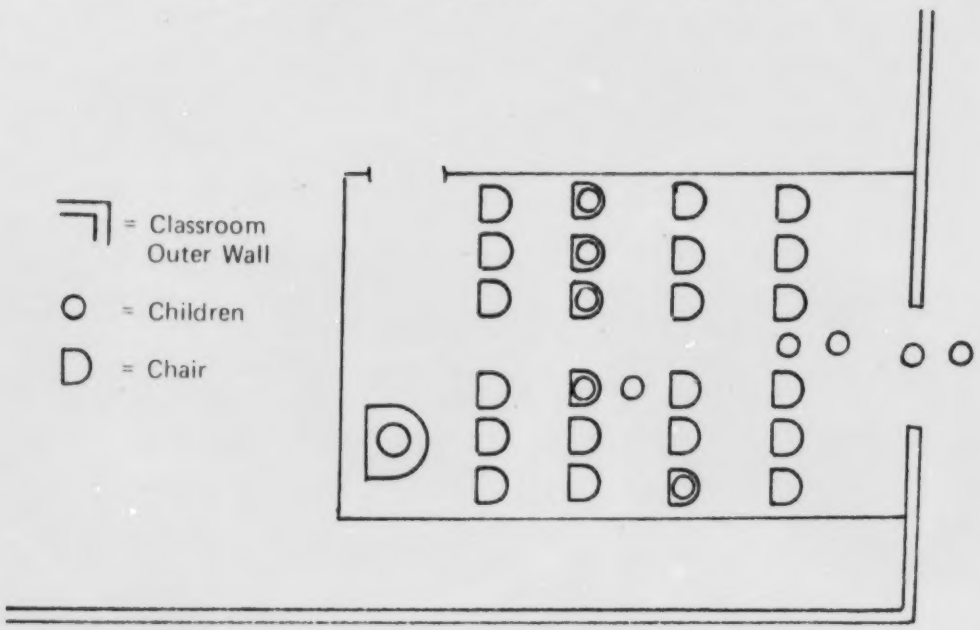
Set up an unloading area in your classroom. You may use the school bus constructed by your class (Lesson 1) or the simulated bus (diagrams below). Have students first demonstrate the proper actions to take on leaving the bus in an ordinary situation, then demonstrate proper actions in an emergency situation, including identifying where the emergency exits are located. The teacher acts as the bus driver, giving directions so that the

students demonstrate listening to, and following, the bus driver's directions. If you have an outside door you may want to have your classroom door as the emergency door. Complete the assessment checklist and give help where needed.

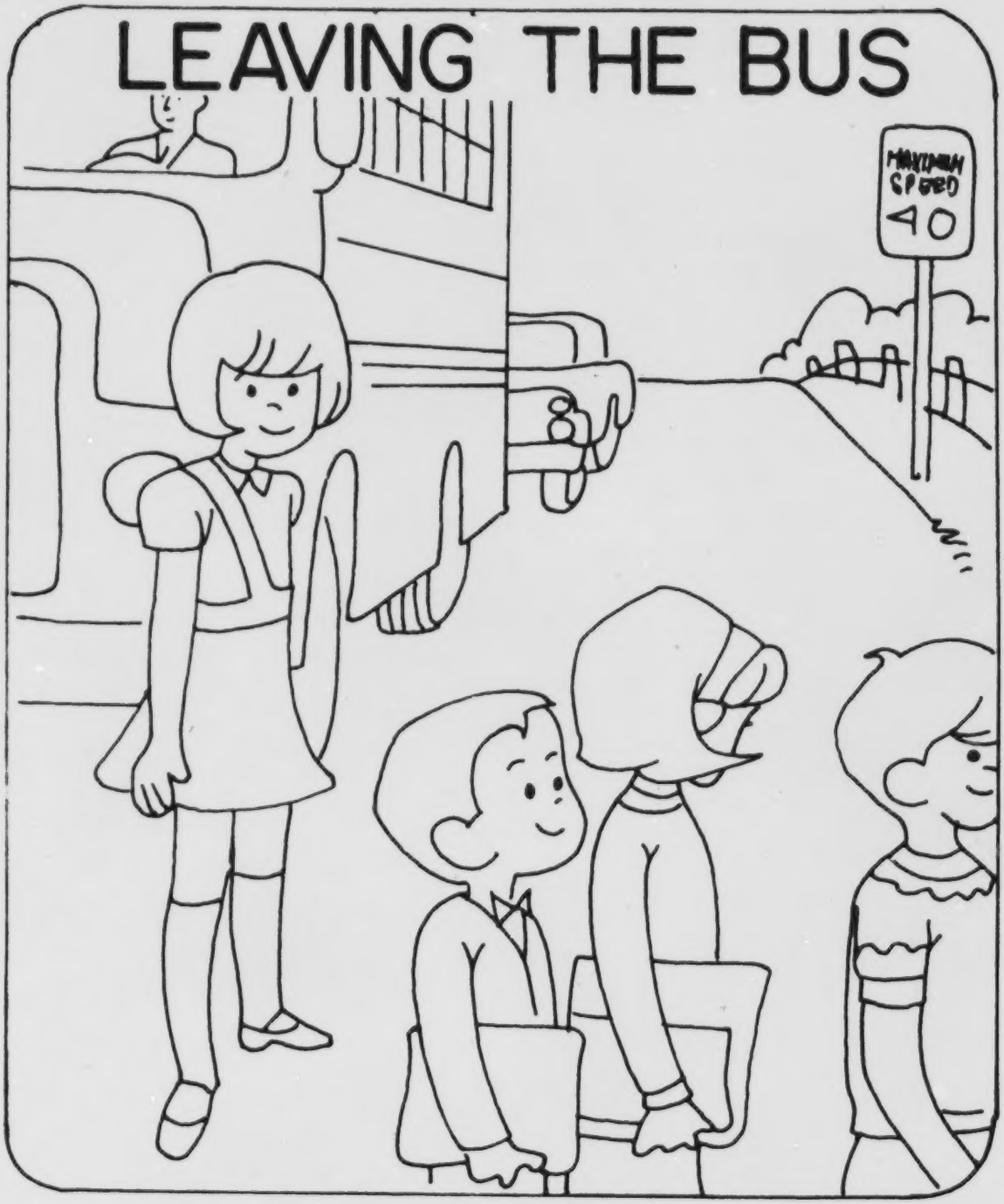
SUGGESTED SETTING FOR BUS UNLOADING AREA



SUGGESTED SETTING FOR EMERGENCY EXIT



LEAVING THE BUS



We are very careful when we leave the bus. We look both ways before we cross the road. If there are school bus safety patrols we obey them.

LEAVING THE BUS

1. When is it safe for you to stand up to get off the bus?

2. Why is it dangerous to stand up before the bus comes to a stop?

3. How should you behave when getting off the bus? (Key Points)

4. Pretend you have someone special to see at home. You are excited and anxious to get home. What is the quickest way to leave? --the slowest?

5. If everyone is hurrying and shoving, what can happen? What does this do to people's feelings? Do they feel good? (Bring out the idea that with hurrying and pushing people get angry, and the exit takes longer.)

6. If someone is in front of you, when do you start to go down the steps of the bus?

7. If you should drop something near or under the bus, what should you do before trying to pick it up? What could happen if the bus driver didn't see you?

8. What should you do as soon as you are off the bus? (Move away, go directly home, etc.)

9. If you have to cross the street after leaving the bus, what signal should you wait for? (The bus driver's signal.)

10. What other things should you remember before crossing the street?

CROSSING IN FRONT OF THE SCHOOL BUS

CROSSING IN FRONT OF THE SCHOOL BUS

1. Why is the little girl crossing so far in front of the bus? (The driver will see her.)

2. Before she started to cross in front of the bus, what should she have remembered to do? (Check for traffic, make sure the driver sees her)

3. Why is she crossing in front of the bus, instead of in back of it? (Bus driver can see her.)

4. Why couldn't the bus driver see you if you crossed directly in front of the bus?

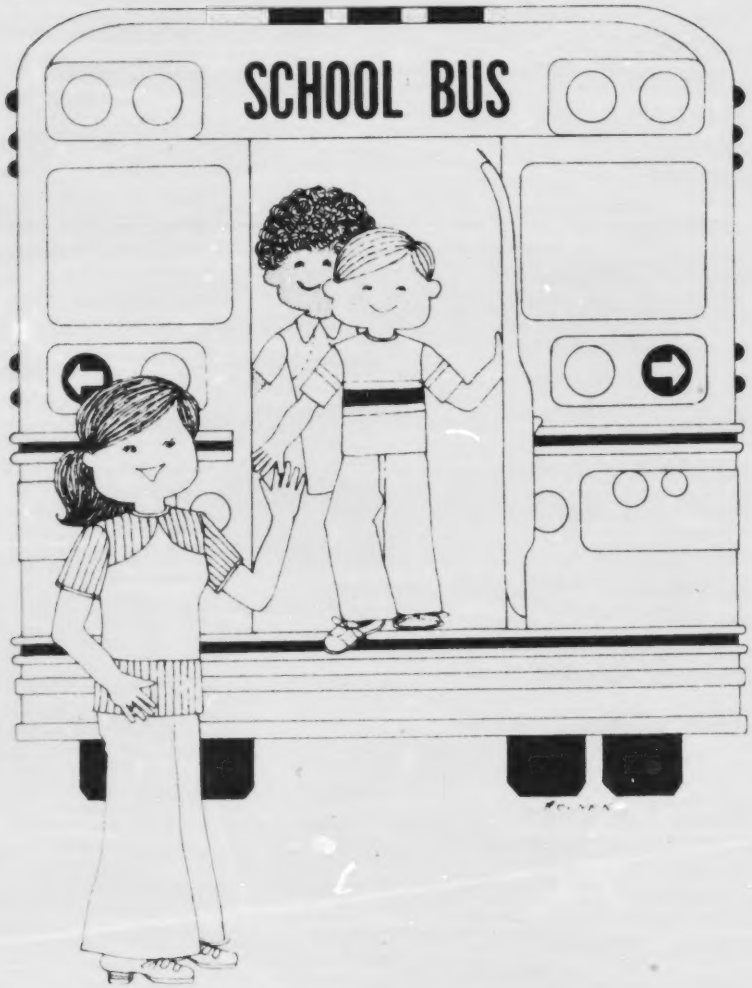
5. What is a blind spot? (A place that you can't see.)

6. Where are blind spots located in relation to a school bus?

7. What can you do to avoid being hidden from the driver's vision? (Go far enough ahead of the bus.)

8. When the little girl reaches the point where the "X" is in the picture, what should she do? (Stop, and look to be sure no traffic is coming.)

9. Do cars always stop when they see the flashing red lights? (No. Sometimes drivers disobey the laws, are careless. or don't react to flashing lights the correct way.)


SCHOOL BUS

SCHOOL BUS EMERGENCY

1. What emergencies might occur involving a school bus? (bus fire, accident, ill driver, etc.)

2. How should you act during an emergency? What is the first thing you should do? (Sit quietly and wait for instructions.)

3. Why should you be very quiet and listen carefully to the bus driver or person in charge?

4. What safety rules should you remember during this time? (Stay seated and wait for instructions, let those closest to the exit off first, don't push or shove cooperate, etc. - Key Points.)

5. If the bus door cannot be opened, what other emergency exits can be used? (Emergency door, windows)

6. Where is the emergency door located on the school bus? Who operates the emergency door?

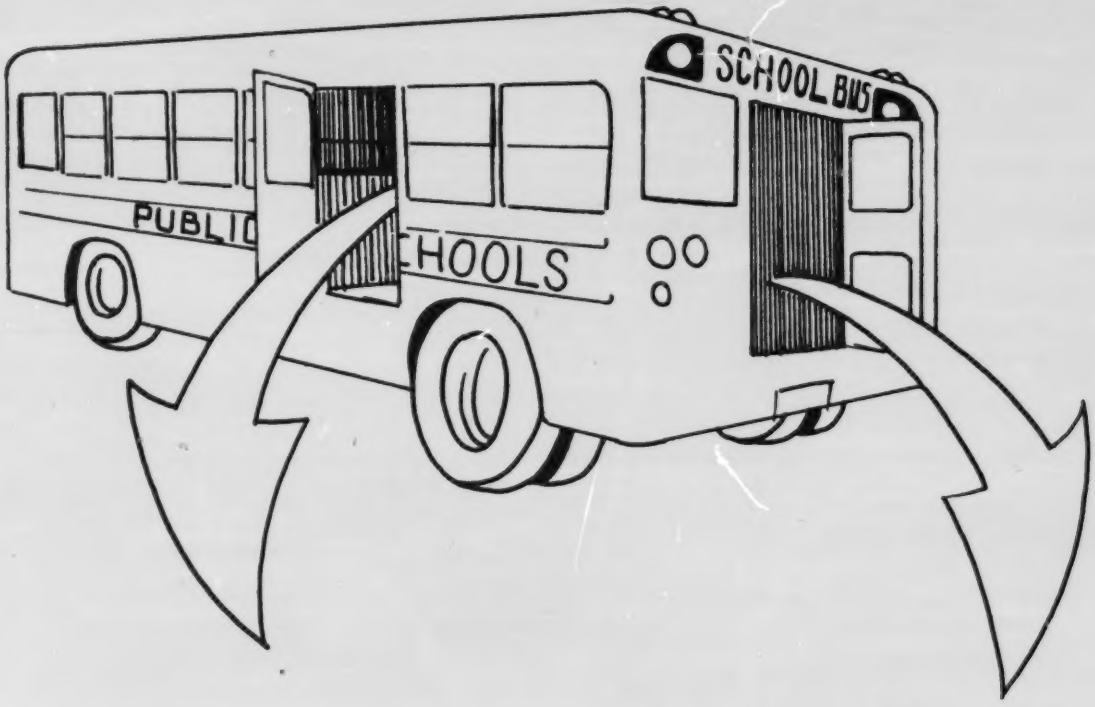
7. Why do you have to be very careful when leaving the bus through the emergency door? (High off the ground.)

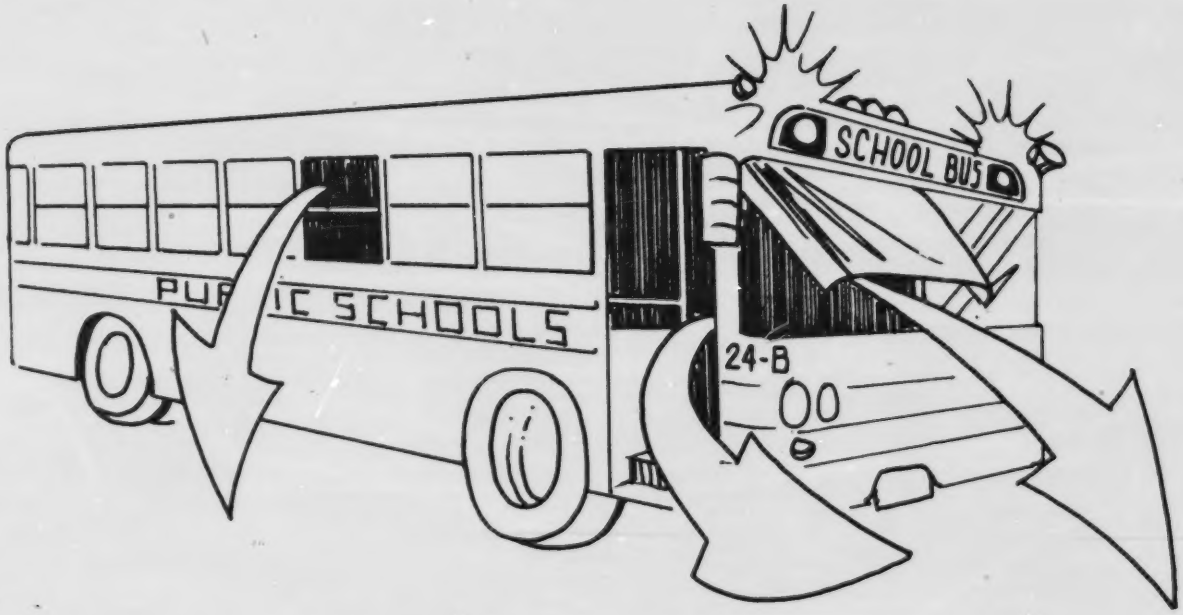
8. Who should leave the bus first when using the emergency door? (Those closest to that exit.)

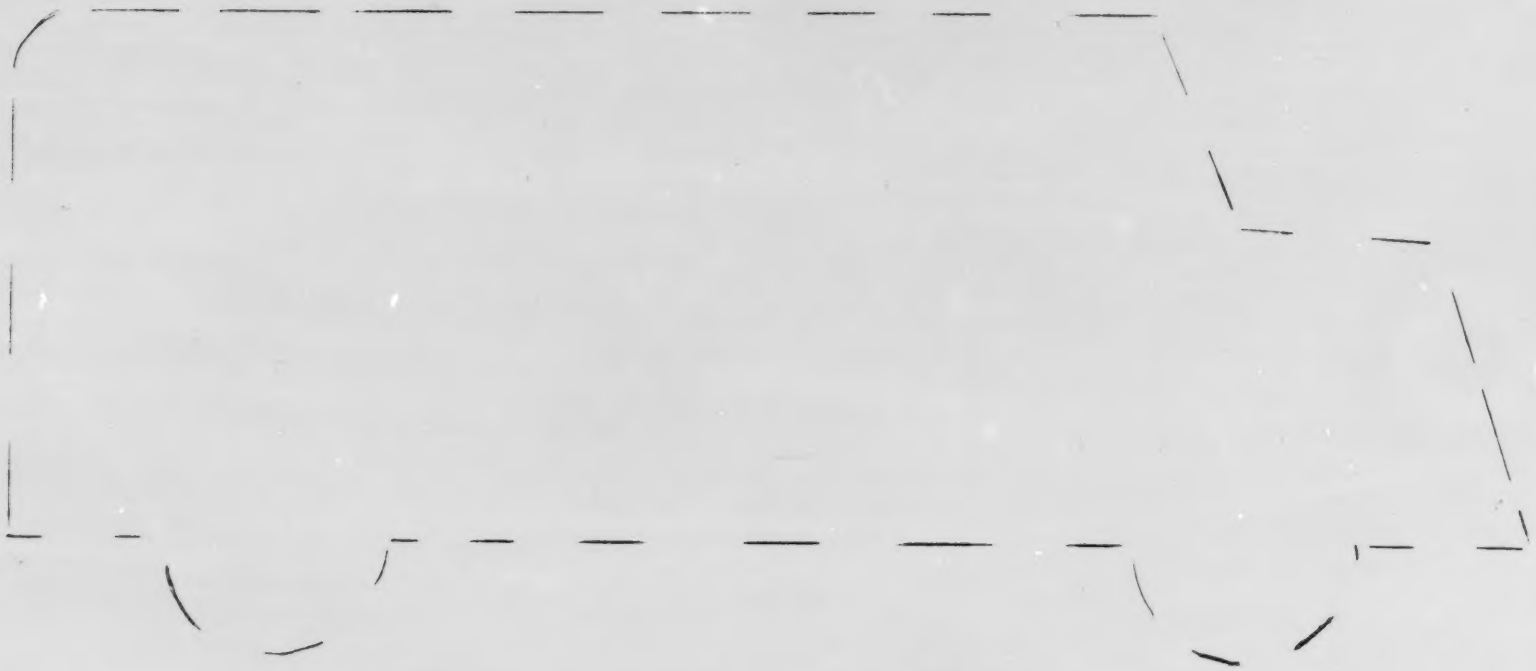
9. Where should you stand after leaving the bus? Why is where you stand important?

10. Why is it important to not fool around or push while leaving the bus and while standing away from the bus? (May add to the emergency by getting in the way, creating a disturbance, etc.)

EMERGENCY EXITS







PASSENGER SAFETY – THIRD GRADE

LESSON THREE

"BE A GOOD PASSENGER – RESPECT OTHERS"

OBJECTIVE THREE

Given examples of proper and improper conduct on the school bus or in a car, the student will identify those actions which are desirable for passenger safety.

KEY POINTS

When riding in a school bus or car, students should follow these safety practices:

1. Always wait until the bus or car has come to a complete stop before entering. (Enter cars at curb-side, not street side.)
2. Sit down right away, and remain seated.
3. Be courteous to the driver and other passengers.
4. When riding in a bus or in a car without seat belts, sit back in the seat and face forward. Keep hands, head, legs, and objects out of the aisles when on the bus.
5. When riding in a car, lock all doors* and fasten seat belts properly.
6. Place all loose articles on the floor or seat.** Never throw anything while riding in a vehicle.
7. Keep hands, head, legs, and objects inside the vehicle.
8. Talk quietly. Avoid fighting or making noise. Don't distract the driver.
9. Do not begin to leave until the vehicle has come to a full stop.

NOTE: For more complete bus safety rules, use "Rules for School Bus Safety," included in this lesson.

---

*Door locks are designed to strengthen the door latch when in a locked position. (In a crash, the door is more likely to stay closed, especially in a rollover-type accident.)

**Packages in the back seat deck of a car become flying missiles in a collision or sudden stop.

MATERIALS NEEDED

A small wagon, and blocks or a doll, for demonstration purposes. (Activity 1)

Make overhead transparencies of the pictures accompanying this lesson and enough copies of the "Rules for School Bus Safety" for each student. (Activity 2)

Chairs, masking tape or chalk for the "Car-Street" simulation. (Activity 3)

Enough copies of "Safety Rule Scramble" for each student. (Activity 4)

Paper for composing and illustrating experience stories. These may be made into a class book. (Activity 5)

Enough copies of "RIDING THE SCHOOL BUS" and/or "POOR BEHAVIOR ON THE BUS" for each student to color. (Activity 7)

Enough copies of the assessment exercise for each student.

Additional Resource Material

"Tips for Safe School Bus Riding," 4½ X 6 card with 10 tips. No. 3286. Available from your local AAA club, or:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Using a small wagon and blocks, demonstrate the effects of a sudden start or a sudden stop on the passenger in a bus or car.

   Ask children to demonstrate how they think they'd look when the car or bus they are in makes a sudden start. Stack blocks in a wagon and make a gradual forward movement to allow the blocks to remain in an upright position, then slow down. Then demonstrate a sudden start by pulling the wagon abruptly forward. (Blocks will fall backward.) Elicit from the students what happened. How is this like what happens when a bus rider is standing, not sitting?

   Ask students to demonstrate how they'd look when the car or bus they are in makes a sudden stop. Again place blocks in the wagon and make a gradual forward movement. When momentum is gained, make an abrupt stop. (Blocks will fall forward.) What

happened when the wagon made a sudden stop? How is this like what happens to passengers when the driver of a bus or car has to make a sudden stop?

How is this like what happens to objects put in the back seat deck of a car during a sudden stop? (They fly forward, also.) What can you do to keep from being thrown forward? (Brace against the seat or dashboard, hold the seat or arm rest, wear a seat belt in the car.) A *doll* may be used in place of the blocks.

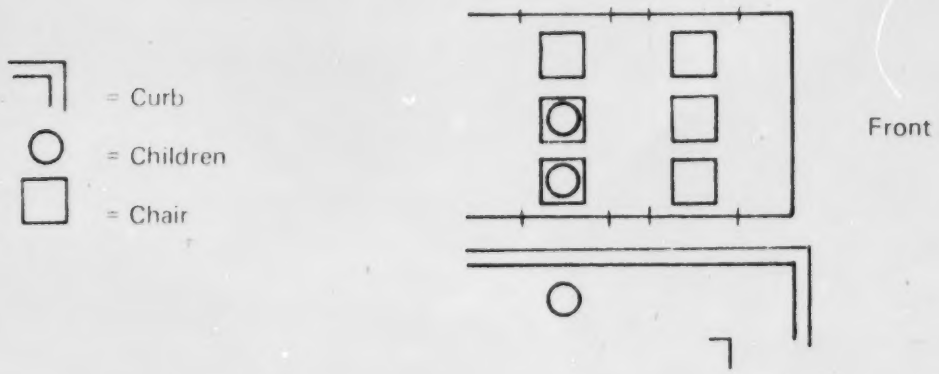
2. Make a copy of "Rules for School Bus Safety" for each student. Discuss: Show the picture (or transparency) of the children "RIDING THE SCHOOL BUS." Ask the questions on the back of the picture stressing the Key Points. Show the picture (or transparency) of the boy and girl bus riders, "POOR BEHAVIOR ON THE BUS." Ask the questions on the back of the picture. Ask students if they can think of any other ways to be a good passenger. How do each of these ways affect the driver and other passengers?

   After discussion, distribute "Rules for School Bus Safety" and have students take their copies home to discuss with their parents and put up at home. Review the "Rules for School Bus Safety" several times during the school year.

3. Ask students if they can think of any differences between being a good passenger in a bus and in a car. What can students do to be safe car passengers? What safety equipment do cars have that buses do not? Show the transparency of the boy seated in the car with the door open. (Car passengers can lock doors, and put on seat belts.)

   Simulate an automobile parked at the curb. Set up six chairs, three to a row (diagram below). You may make a line for the curb with chalk or masking tape, if desired. Select one student to be the car driver.

Automobile Simulation



Have two students, one at a time, pretend to be passengers with packages. Have the first student act as Mr. UN-Safe Passenger (enter from the street side, not lock door or buckle up, dump his packages behind him, be noisy, disturb the driver, etc.) The driver can act out bringing the car to a sudden stop, taking his eyes off the road, etc. Both passenger and driver act out the results of their actions.

Elicit from the other students what could happen because of these students' actions. Have the second student talk/walk his way through the proper procedure for being a safe car passenger entering, riding in, and leaving the car (see Key Points) with help from other students.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Make a ditto of the "Safety Rule Scramble" (included in lesson) for each student. Students are to rewrite the sentences in the proper order. The first students finished may make up their own passenger safety rule and scramble it. They write these on the board or a transparency to be unscrambled by the class as a group. The Scramble answers are:

   (1) We must not make loud noises that distract the driver.

   (2) Always wait until the bus or car comes to a complete stop before entering or leaving.

   (3) Place all loose articles on the floor or seat.

   (4) Stay in your seat while riding.

   (5) Keep hands, legs, head, and objects inside.

5. Have students create a simple story about one of their experiences while riding in a car or bus. Each student may also draw his own interpretation of his story. The stories and drawings may be combined for a class "Passenger Safety Book."

6. Teach one or more of the following verses, sung to the tune: "Little Brown Jug."

SAFE RIDING

Riding on the bus to school
Don't act like a silly fool.
As you travel mile by mile
Keep your feet out of the aisle.

Sit up straight, quiet in your seat,
All loose books, on or beneath.
Too much fooling, noise and fuss
Disturbs drivers of car and bus.

When the car comes to a stop
Out of it, you walk not hop,
You thank the driver for the ride
And get out on the curb side.

7. Give each student a copy of "RIDING THE SCHOOL BUS" and/or "POOR BEHAVIOR ON THE BUS" to color. They may write stories about the picture they color if there is time.

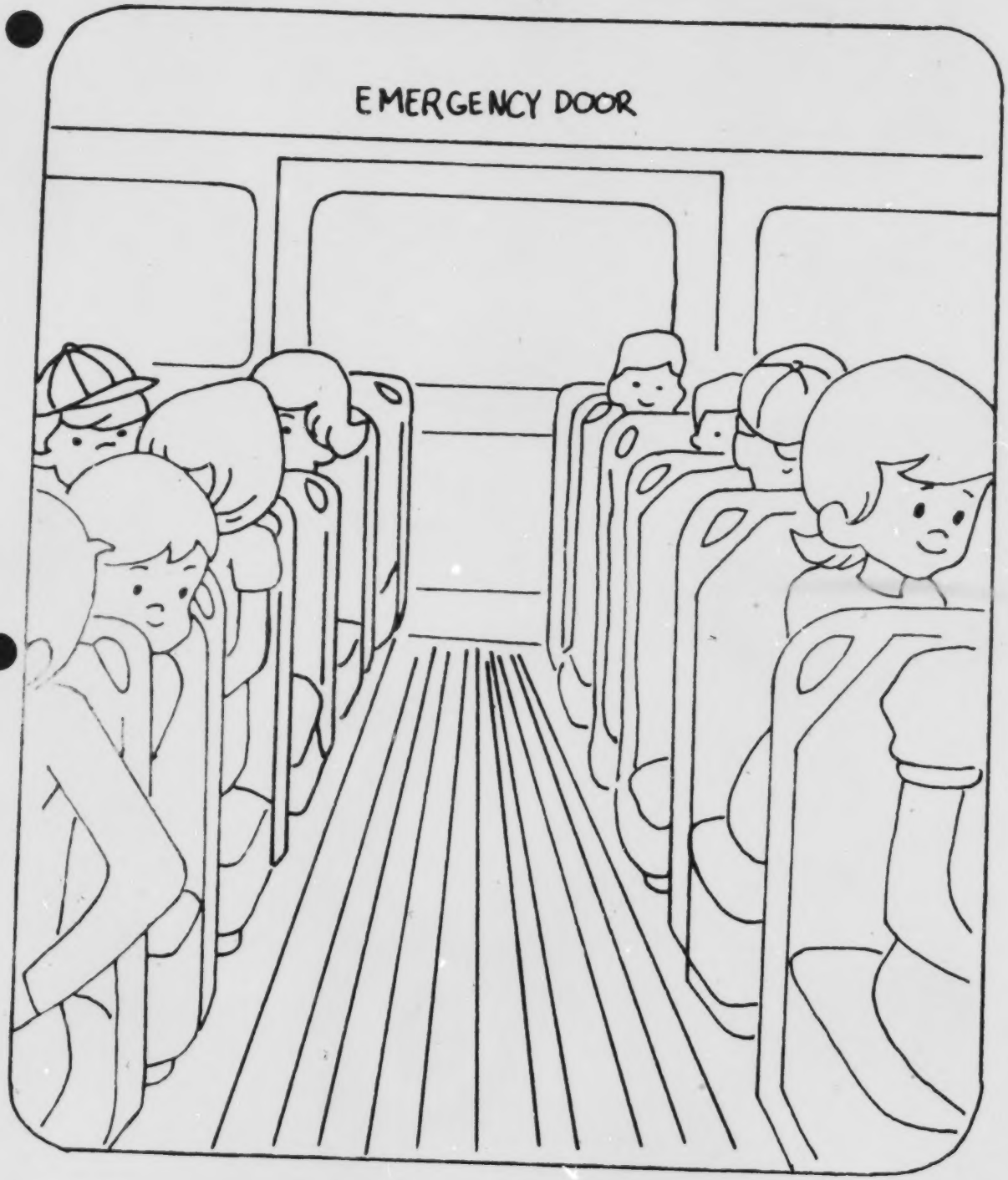
SUMMARY

Review the safety practices for riding in a school bus or car with the students, using the Key Points and/or "Rules for School Bus Safety."

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Read the directions to students, instructing students to circle the number of each sentence that tells a safe action passengers should take. (Or have students underline or circle the whole sentence – whatever procedure they are accustomed to.) Read the sentences to the class while students circle the correct answers. Numbers 1, 4, 5, 7, 10, 11, and 12 should be circled. (This assessment also includes knowledge gained from Lessons 1 and 2.)

Collect the exercises, complete the assessment checklist, and give help where needed.



We keep the aisle clear of feet, books, lunch boxes, and musical instruments.

RIDING THE SCHOOL BUS

1. Are the children in the picture behaving in the right way while riding the bus?

2. How should you sit in the seat? Why is it important to sit back and face forward?

3. What might happen if you were not seated properly and the bus made a sharp turn? - Or made a sudden stop?

4. What might happen if you knelt on a seat facing backward and the bus came to a sudden stop?

5. Where should you keep your belongings while riding on the bus?

6. Why is it important to keep the aisle of the bus clear? What might happen if you let your feet or books stick out of the aisle?

7. Why should you never open or close a window (bus or car)? (It is the bus driver's responsibility. It's dangerous. Fingers can get pinched or mashed. Usually you have to stand up to do it.)

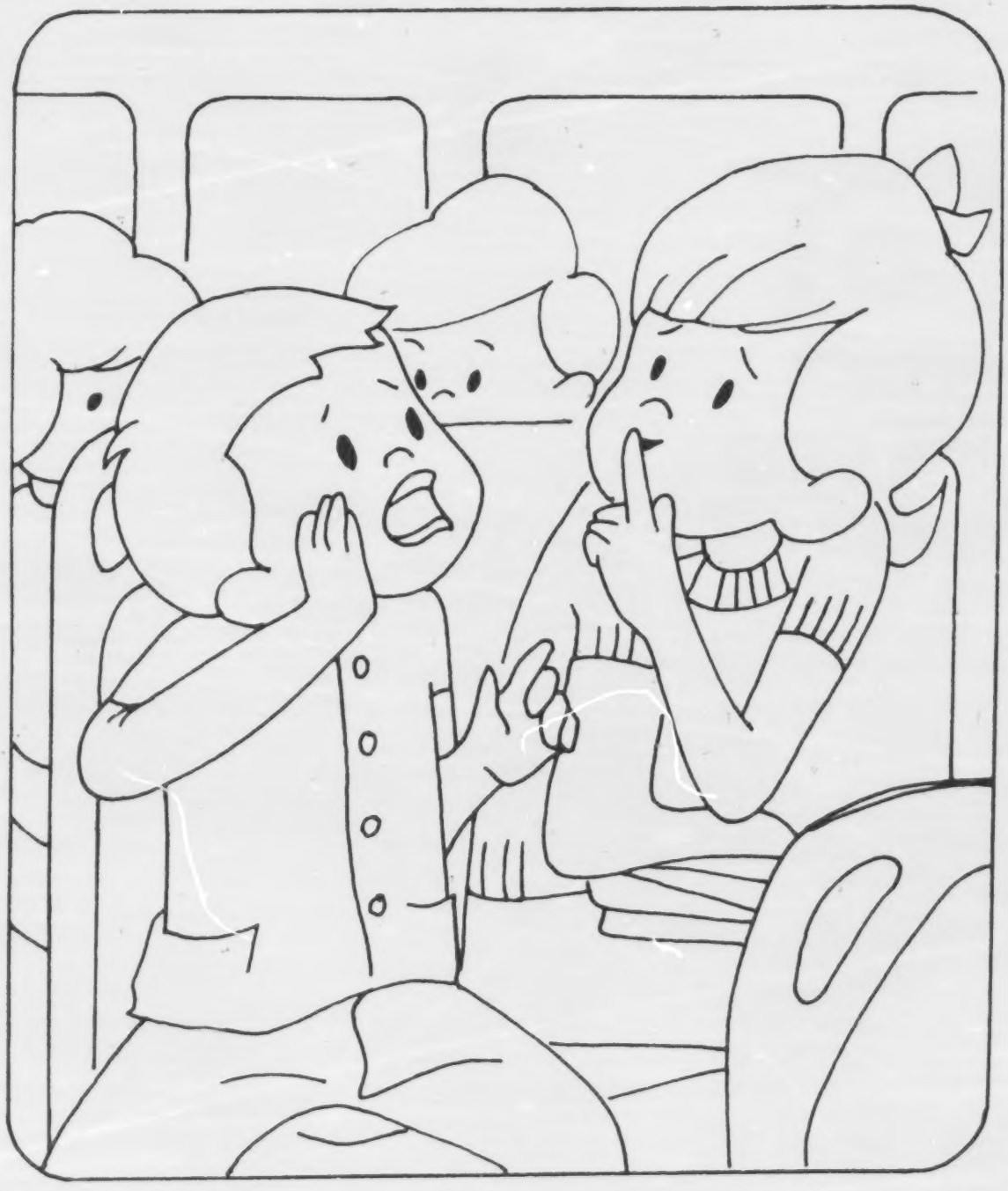
8. Why is it safer to keep your hands free of objects while you are riding?

9. Why is it dangerous to throw things around or out of the window of a moving bus or car?

10. How does this behavior (discussed in questions 8 and 9) affect the bus driver's ability to concentrate on what he is doing?

11. How does behavior like the picture shows affect the bus driver's ability to consentrate on what he is doing?

12. How can you help the bus driver? What safety rules are the children on the bus following? (Key Points)



We are quiet all the time so the bus driver can hear the horns of cars and trucks. We are especially quiet at railway crossings.

POOR BEHAVIOR ON THE BUS

1. What is the little girl in the picture doing?

2. Why do you think the little girl is telling the boy to be quiet? Why should you talk quietly and not fool around, pushing or teasing?

3. Why do you think the little boy is yelling?

4. What happens if you talk to someone several seats away from you? Why shouldn't you try to talk to a friend who is seated far away from you?

5. How does this behavior (in question 4) affect the bus driver's ability to concentrate on what he is doing?

6. Why is it important to allow the bus driver to concentrate on his driving? What could happen if the driver were distracted from his driving?

7. How do you feel when you are concentrating on something, and someone disturbs you with noise, or pushing and shoving? Do you feel good about it? Does it help you?

8. Why does the bus driver get upset if the bus is too noisy? - Or if children are fighting?

9. Why do you think it is best to stay quietly in your seat until the bus comes to a complete stop at your bus stop?

10. How can we help the bus driver? What are some good safety rules to follow?

53

RULES FOR SCHOOL BUS SAFETY

PUPILS BEING TRANSPORTED ARE UNDER THE AUTHORITY OF THE BUS DRIVER AND SHALL:

1. BE ON TIME FOR THE BUS BOTH MORNING AND EVENING.
2. STAND A SAFE DISTANCE FROM THE HIGHWAY WHILE WAITING.
3. GET IN LINE AS THE BUS APPROACHES.
4. ALWAYS USE THE STEPS AND HANDRAIL.
5. NEVER CROWD OR PUSH.
6. SIT IN SEATS AS ASSIGNED BY THE DRIVER.
7. TAKE SEATS QUIETLY AND QUICKLY, AND REMAIN SEATED WHILE THE BUS IS IN MOTION.
8. KEEP HANDS, ARMS, HEADS OR OBJECTS INSIDE BUS.
9. NEVER THROW ANYTHING WHILE ON THE BUS.
10. HAVE WRITTEN PERMISSION FROM THE PRINCIPAL TO LEAVE BUS OTHER THAN AT HOME OR SCHOOL.
11. TALK IN NORMAL TONES; NO LOUD OR VULGAR LANGUAGE.
12. KEEP THE BUS CLEAN; NEVER PLACE BOOKS OR OTHER OBJECTS IN AISLE.
13. REFRAIN FROM MARKING, SCRATCHING OR DAMAGING THE BUS IN ANY WAY.
14. DANGEROUS OBJECTS, KNIVES, MATCHES, ETC., ARE PROHIBITED.
15. BE COURTEOUS TO THE DRIVER, TO OTHER PUPILS AND TO PASSERS-BY.
16. REFRAIN FROM TALKING TO THE DRIVER WHILE BUS IS IN MOTION.
17. REMAIN SEATED UNTIL THE BUS COMES TO A FULL STOP.
18. THOSE SITTING CLOSEST TO THE DOOR GET OFF FIRST.
19. MOVE AWAY FROM THE BUS AS SOON AS YOU GET OFF.
20. GO DIRECTLY HOME AT THE END OF THE DAY.

RIDING THE BUS IS A PRIVILEGE. PUPILS WHO REFUSE TO OBEY DIRECTIONS OF THE BUS DRIVER PROMPTLY OR REFUSE TO OBEY REGULATIONS SHALL FORFEIT THEIR RIGHT TO RIDE ON THE BUSSES.

SAFETY RULE SCRAMBLE

Do you get the message? Rewrite the sentences below in the proper order.

1. must not loud noises the driver distract make that we.

_____

_____

2. the bus or car comes wait until entering or leaving always to a complete stop before.

_____

_____

3. articles loose on the floor place all or seat.

_____

_____

4. riding in your seat stay while.

_____

_____

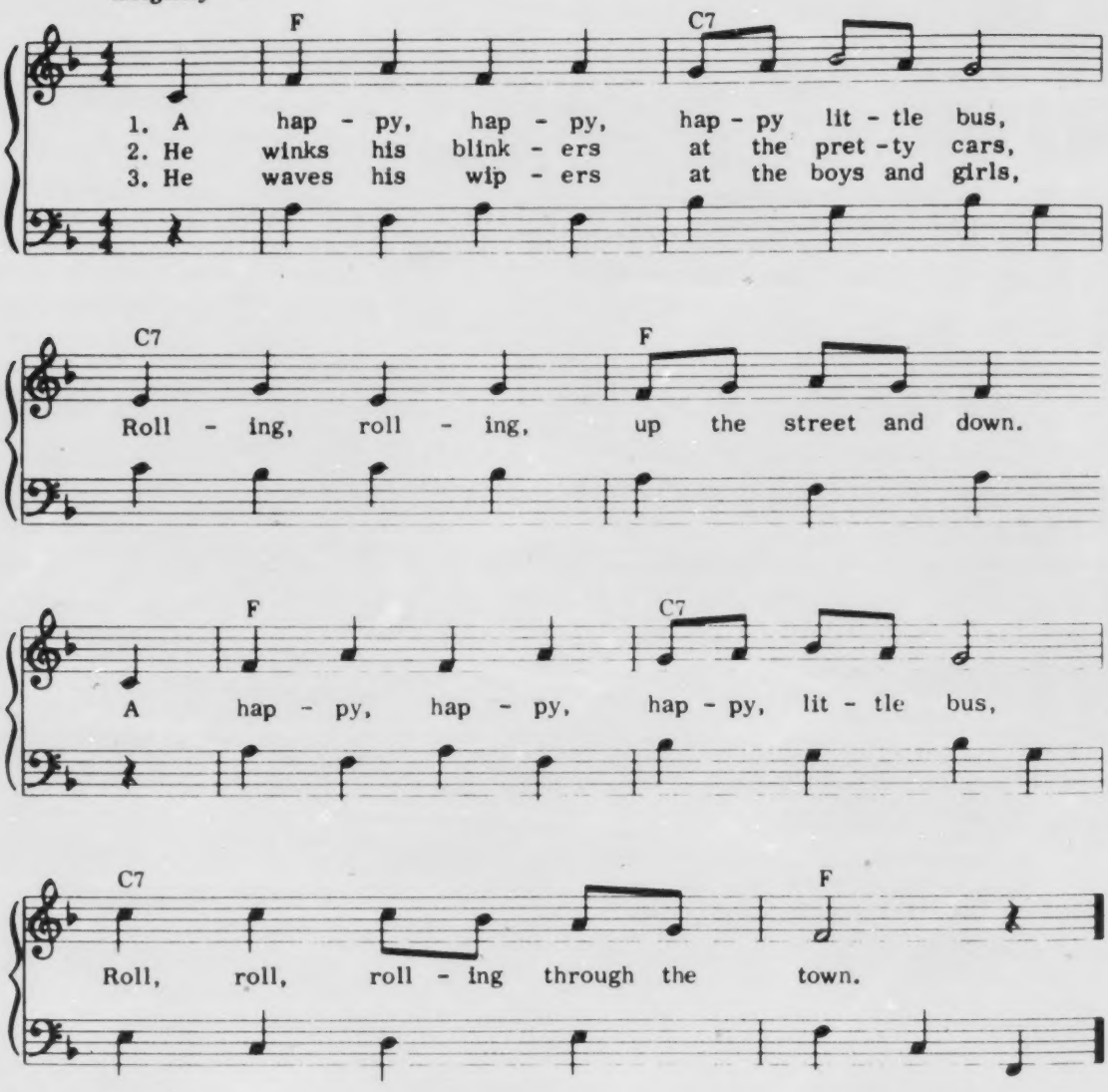
5. hands keep head and legs inside objects.

_____

_____

Happy Bus

L. W. L. W.

Brightly

F
C7
1. A hap - py, hap - py, hap - py lit - tle bus,
2. He winks his blink - ers at the pret - ty cars,
3. He waves his wip - ers at the boys and girls,
C7
F
Roll - ing, roll - ing, up the street and down.
F
C7
A hap - py, hap - py, hap - py, lit - tle bus,
C7
F
Roll, roll, roll - ing through the town.

"The Happy Bus," from *Sing A Song of People* by Roberta McLaughlin and Lucille Wood. Copyright © 1973 Bowmar, and used by permission of Bowmar Publishing Corp., Glendale, California.

ASSESSMENT NAME _____

DIRECTIONS: Below is a list of safe and unsafe things passengers do. Circle the number of each sentence that tells about a SAFE action.

1. I get in the car from the curb, not the street.

2. I like to fight with my brother in the car.

3. It's easy to put my books and toys in the back window of the car.

4. When I get in the car, I lock the door and buckle my seat belt.

5. When I get out of the car, I get off by the curb, never the street side.

6. I like to play by the edge of the road while waiting for the bus.

7. I try to be at my bus stop early, before the bus comes.

8. I like to kick and push the seat in front of me with my feet.

9. Jimmy hollered at me and then threw the book to me.

10. I picked up some papers and gum from the floor of the bus to put in a waste basket at school.

11. I use the handrail and go single file when I get on or off the bus.

12. I never get up from my seat until the bus comes to a full stop.

PASSENGER SAFETY – THIRD GRADE

LESSON FOUR

"SUDDEN STOPS – HOW PASSENGERS PROTECT THEMSELVES"

OBJECTIVE FOUR

Given simulated vehicle situations, the student will demonstrate (or describe) the proper passenger actions during sudden stops in a bus (without seat belts) and in a car (with seat belts).

KEY POINTS

1. Passengers need to know some of the problems involved in the sudden stop of a vehicle. It is important for students to notice that:

   a. All passengers and objects move forward with the vehicle.

   b. When the vehicle stops suddenly, passengers and objects continue their forward motion unless restrained. Loose articles and unrestrained passengers can become flying missiles in a collision or sudden stop.

   c. The quicker the stop, the more dramatic the forward motion.

   d. Car door locks are designed to strengthen the door latch when in a locked position.

2. To be as safe as possible while riding in a vehicle:

   a. Sit down and remain seated while the vehicle is in motion.

   b. Place objects (books, toys, instruments, etc.) out of the way, on the floor or seat.

   c. Make sure doors are locked, so no one will be thrown out in case of a collision.

   d. Use seat belts, if available.

   e. If there are no seat belts, sit back against the seat, facing forward.

MATERIALS NEEDED

Pictures, or transparencies made, of the inside of the car and bus. (Activity 1)

"Fastening Seat Belts" – make transparency. A seat belt obtained from the media center or a local auto wrecking company for practicing correct buckling procedure. (Activity 2)

The situation story accompanying this lesson. (Activity 4)

Tape measures or a growing chart for student use. (Activity 5)

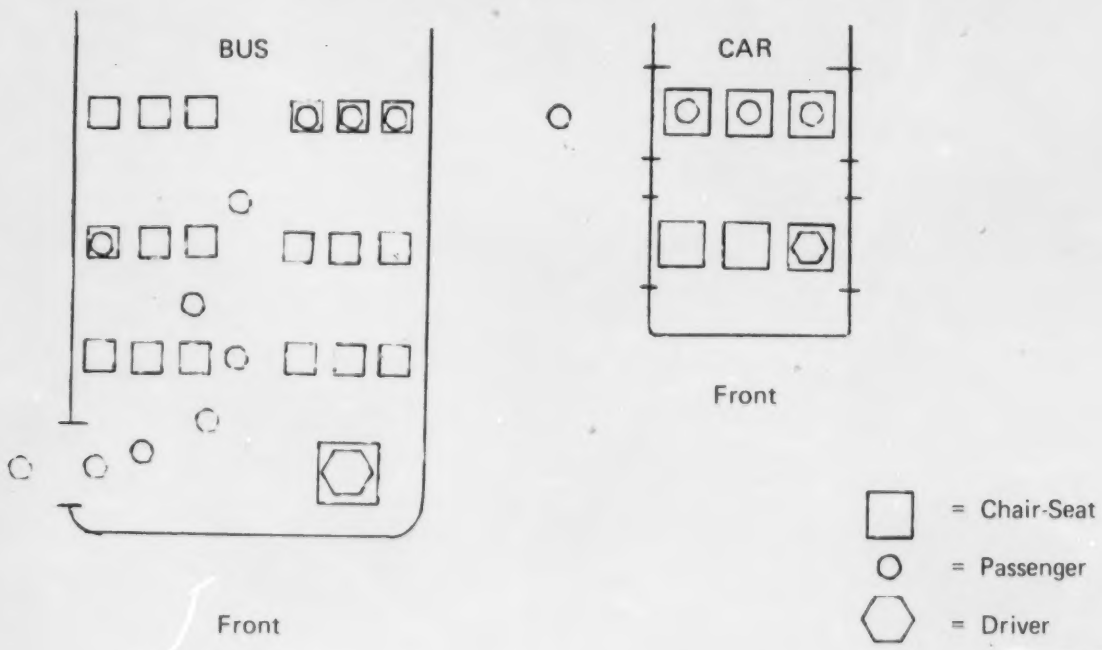
Make enough copies of "Proper Use of Seat Belts . . ." and the letter to parents for each child's parents. (Activity 6)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Arrange chairs and students to simulate riding in a car or bus. (Diagrams below)



   a. Ask students to pretend they are going 40 mph. "There is a red light ahead, and you have to stop. Lean your bodies in movement with the pretend stopping. This is not sudden as we knew we had to stop." Then ask questions like the following:

(1) Why did you lean forward at first?
(2) Which stops first, the vehicle or your body?
(3) Why does your body stop *after* the vehicle stops? They do *not* stop at the same time. (The brakes stop the car. Your body keeps going until something stops it – seat belts, dashboards, braced hands or feet.)
(4) After your body moves forward, why does it seem to swing backwards?
(5) What happens to books or boxes? Why?

NOTE: You may want to refer to Passenger Lesson 3, Activity 1, and what happened to the blocks or doll in the wagon during a sudden stop, if that activity was used. If not, use the wagon and blocks demonstration activity to introduce this lesson.

b. Tell students they are going to speed up to 55 mph on their trip. "Suddenly you must stop fast so you won't hit the car ahead. What sounds do you hear? (Students make sound effects.) Act out your stopping." Ask questions like the following, (showing pictures or transparencies of inside of car and bus, if desired):

(1) What happens to your body as the vehicle stops suddenly? (It flies forward. If the class has studied "inertia" in Science already, go into the why and how of this.)
(2) How could you help your body keep from getting hurt in a sudden stop in a car? (Wear seat belts, lock doors.) – in a car without seat belts? – in a bus? (Sit back against the seat facing forward. Brace against the seat. Hold on to the seat, etc.) – In a slide-in camper or motor home? (Sit in the seating area.)
(3) How do seat belts help protect your body? – your head?
(4) Why do buses stop before railroad crossings? (It's the law to stop, look, and listen for trains, etc.) If you are riding behind a bus, what can you expect to happen at the railroad crossing?
(5) A larger vehicle like a bus is seen more easily than a car, but why does it take more time and distance to stop than a car?
(6) What can happen to books or toys that weren't put on the floor, seat, or otherwise secured? (They also fly forward, bouncing off surfaces, including heads.)
(7) What might happen if you were kneeling on the seat facing backward and the bus, car, or motor home came to a sudden stop?
(8) How does sitting back against the seat and not playing around help you protect yourself from a sudden stop by the bus or car? (More alert to a sudden stop, can brace self, hold on to seat, etc.)
(9) How do you think the driver feels when he must stop suddenly? If you were the driver, would you feel better about sudden stops if you knew your passengers had seat belts on? – If you knew your passengers were seated properly and alert to sudden stops?

2. Show the transparency "Fastening Seat Belts." Ask several students to act out how they would buckle up each of the buckles shown. Then take the seat belt you have obtained from a local auto wrecking company or media center and have students practice the correct buckling and unbuckling procedures.

a. Sit up straight against the back of the seat.

b. To lengthen, hold the buckle at a right angle to the belt, and pull the buckle.

c. Snap the metal insert into the buckle.

d. Pull the end of the seat belt until the belt fits snugly.

e. Release by pushing on the button or by lifting the end of the buckle.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Discuss stopping motions. Compare what happens when each of the following needs to stop suddenly:

   - a boy running
   - a girl riding a bicycle
   - a car
   - a bus
   - an ambulance
   - an airplane
   - a rocket
   - a space ship

   Which stops easiest? – quickest?

   What motion does the person or vehicle make in coming to a quick stop?

   What happens to objects and people inside the vehicle – if they are securely restrained? – if they are not securely restrained?

4. Read the situation story, "A Sudden Stop." Discuss, using the questions to stimulate discussion.

5. Shoulder seat belt use. Tell students that people who design cars and work to keep us from getting hurt say that unless a person is at least 55 inches tall (140 cm), shoulder harness use is not recommended. In the cases where seat belts and harness are one unit, it is better to wear the whole unit. In studies of very bad car crashes involving people using lap-shoulder belts, the people had mild injuries or none at all. When lap-shoulder seat belts are available and the student is tall enough, they should be worn for protection in sudden stops or crashes.

   Have students choose a partner and measure each other's height using growing charts or tape measures. You may want to use a growing chart with centimeters, or convert measurements to centimeters. On the board, list the names of the students who are tall enough to wear shoulder harness (55 inches plus). With masking tape, mark the height 55 inches (or 140 cm) on the door trim so students can measure themselves during the year.

6. Have students take home the information sheet, "Proper Use of Seatbelts," and the letter to parents asking them to help students practice getting into the car and buckling up and unbuckling. (Students return the lower portion of the letter.)

SUMMARY

Remind students that in case of a sudden stop or a crash, all unrestrained passengers and objects can become flying missiles. To be as safe as possible, they should:

a. Stay seated while the vehicle is moving.

b. Place objects out of the way.

c. Be sure to lock doors.

d. Use seat belts, if available.

e. Sit back against the seat facing forward when there are not seat belts.

ASSESSMENT PROCEDURE (OPTIONAL)

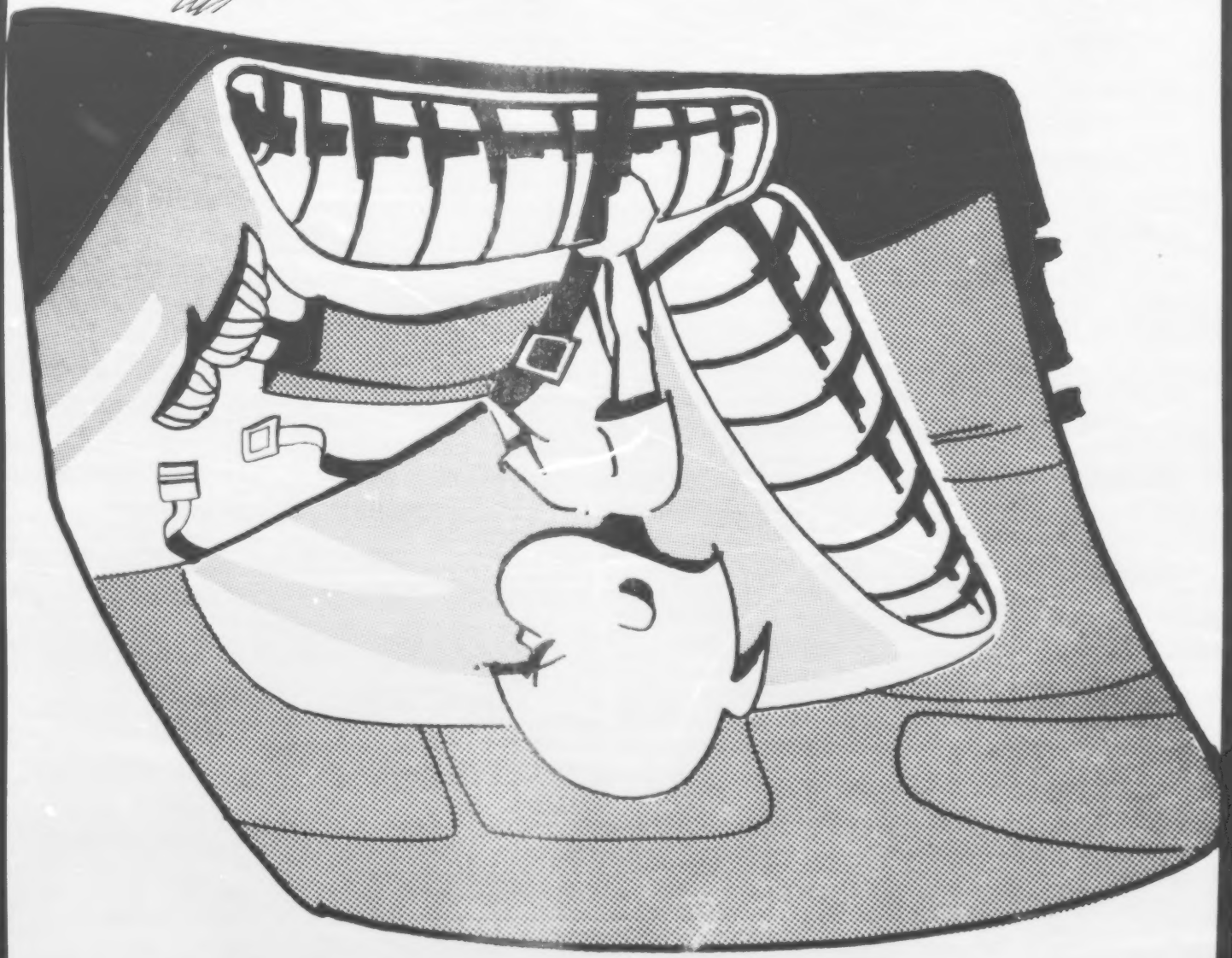
Ask the students to demonstrate (and/or describe) proper actions they should take in each of these situations. (Arrange chairs as shown in Activity 1 diagram if demonstrating actions.)

1. You are going for a ride in the school bus. You have school books along. What do you do as soon as you get inside? (Sit down, place books under seats, sit back against seat.)

   You know there are railroad tracks just ahead. What should you be prepared for? (The bus will stop.) What can you do? (Brace feet or hands, sit back against seat.)

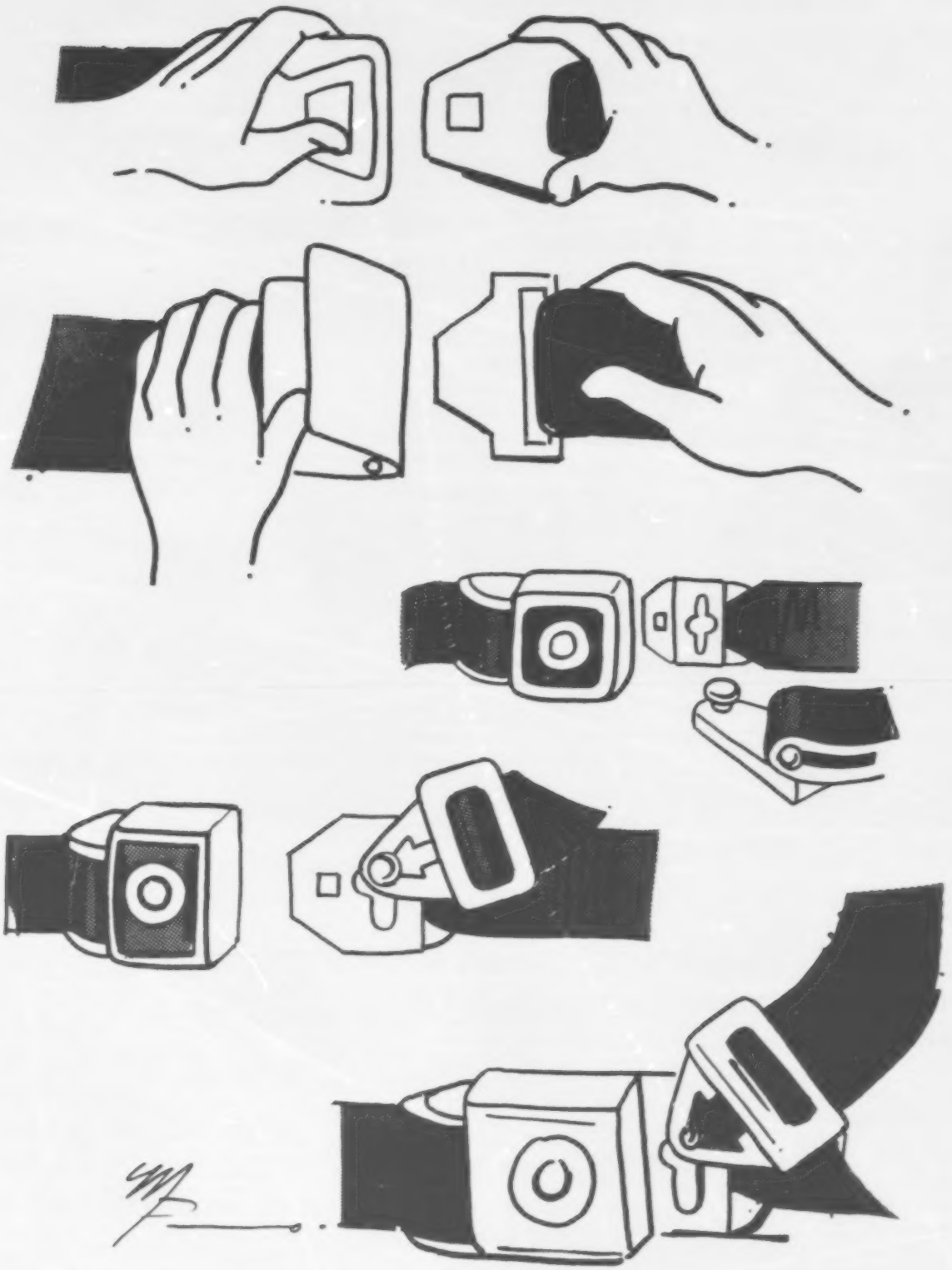
2. You are going to ride home from school in a car with seat belts. You have your school books along. What do you do as soon as you get inside? (Lock door, buckle seat belts, put books on floor.)

Complete the assessment checklist and give assistance where needed.



We sit down right away.

FASTENING SEAT BELTS



A SUDDEN STOP

Sharon, Alice and Nancy were in the car on their way to the shopping center with mother. Alice, who was sitting in the front seat, turned toward Nancy and Sharon in the back seat. "You dummies! After all our talk about riding in a car, you still can't remember to do all the things you're supposed to do!"

"My seat belt is fastened". Sharon answered.

Just then a driver on their left went through a red light. Mother had the green light but she quickly slammed on her brakes to avoid a crash.

1. What do you think happened?
2. What happened to Sharon and Alice?
3. What would happen to Nancy if she had her seat belt on? - If she didn't?
4. What would happen to any objects in the car if they were put on the seat or on the floor? - If they were laying loose in the rear window?

Mother had been alert. She put the brakes on quickly enough to skid the car to a stop without crashing. They all had their seat belts fastened, so they were thrown forward against the belt. Not one hit her head when the car stopped suddenly. The books on the floor slid forward, but didn't hurt anyone.

5. What else could the girls have done to make themselves more safe in case of a sudden stop or crash? (Lock doors)
6. Has anything like this happened to you? Tell us about it. What was (or could have been) done to prevent getting hurt?

PROPER USE OF SEAT BELTS AND SHOULDER STRAP

INFORMATION SHEET FOR PARENTS

1. **To Fasten Seat Belts:**

   insert the metal eye into the open end of the buckle until you hear a click. If necessary, adjust the belt so it fits snugly, yet comfortably.

2. **Separate Shoulder Strap:**

   In the system shown in No. 2.A: Insert the pin of the shoulder strap into the slot of the seat belt connector (B) and pull up until pin engages (C). Fasten and adjust the seat belt as in No. 1.

   A shoulder strap should not be tight or twisted. A clenched fist between the strap and your chest with the thumb against your chest indicates sufficient slack.

   NOTE: In some older cars, the shoulder harness has a separate buckle. The shoulder harness should never be worn without the seat belt being used.

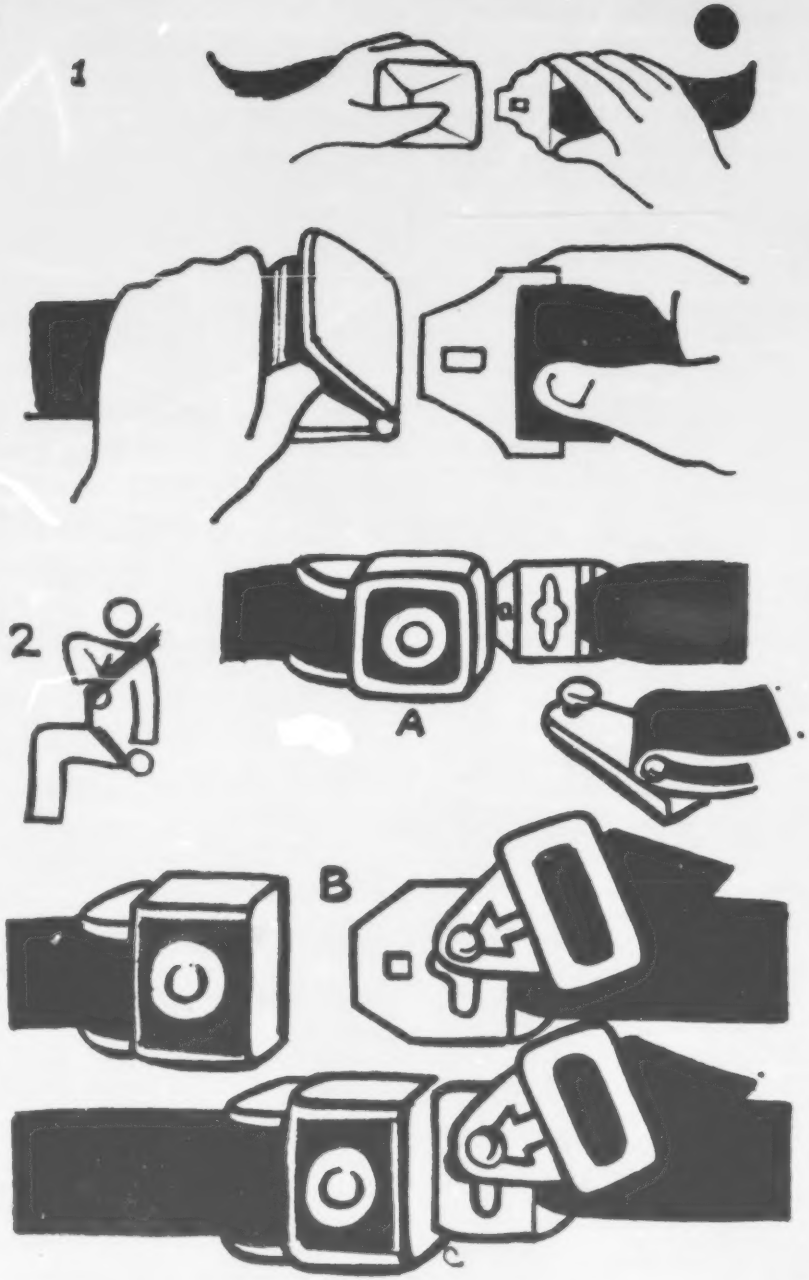
3. **A Combination Seat Belt/Harness** (not shown) is fastened as in No. 1.

TO RELEASE:

Push-button type: Push in the push button located in the center of the buckle.

Lift buckle type: Raise the lever and pull the eye end away from the buckle.

NOTE: Standard safety belts are not suitable for children under four years old, or weighing less than 40 pounds; shoulder straps are not recommended for children less than 55 inches tall. However, if seat belt and shoulder harness is one unit, it should be used.



Dear Parents:

Your child has been learning about passenger safety practices, including the use of the seat belt. We would appreciate your help in practicing the use of seat belts with your youngster.

We have enclosed an information sheet showing some of the standard seat belts and how to adjust them.

Please help your child practice using the seat belt in your car. The whole family can take part in this safety demonstration.

Please sign and send the lower portion of this letter to school with your child.

Teacher_____

Date _____

I have had _____ practice using the
(Name)
seat belt.

_____
Signature

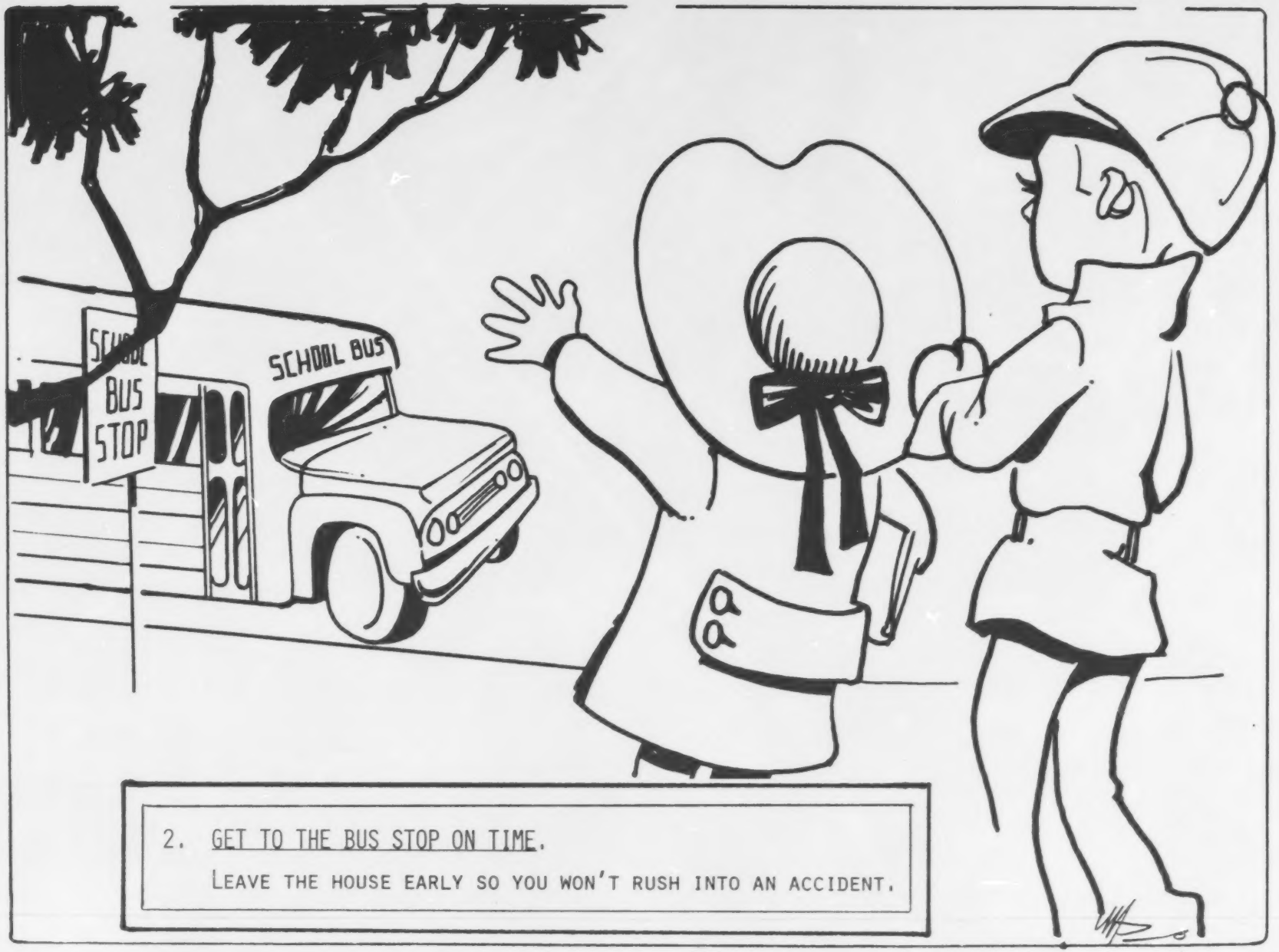
APPENDIX

SAFETY TIPS

FOR SCHOOL BUS RIDERS

1. OBEY THE BUS DRIVER.

   YOUR SCHOOL BUS IS LIKE A CLASSROOM ON WHEELS. RESPECT THE DRIVER AS YOU RESPECT YOUR TEACHERS.



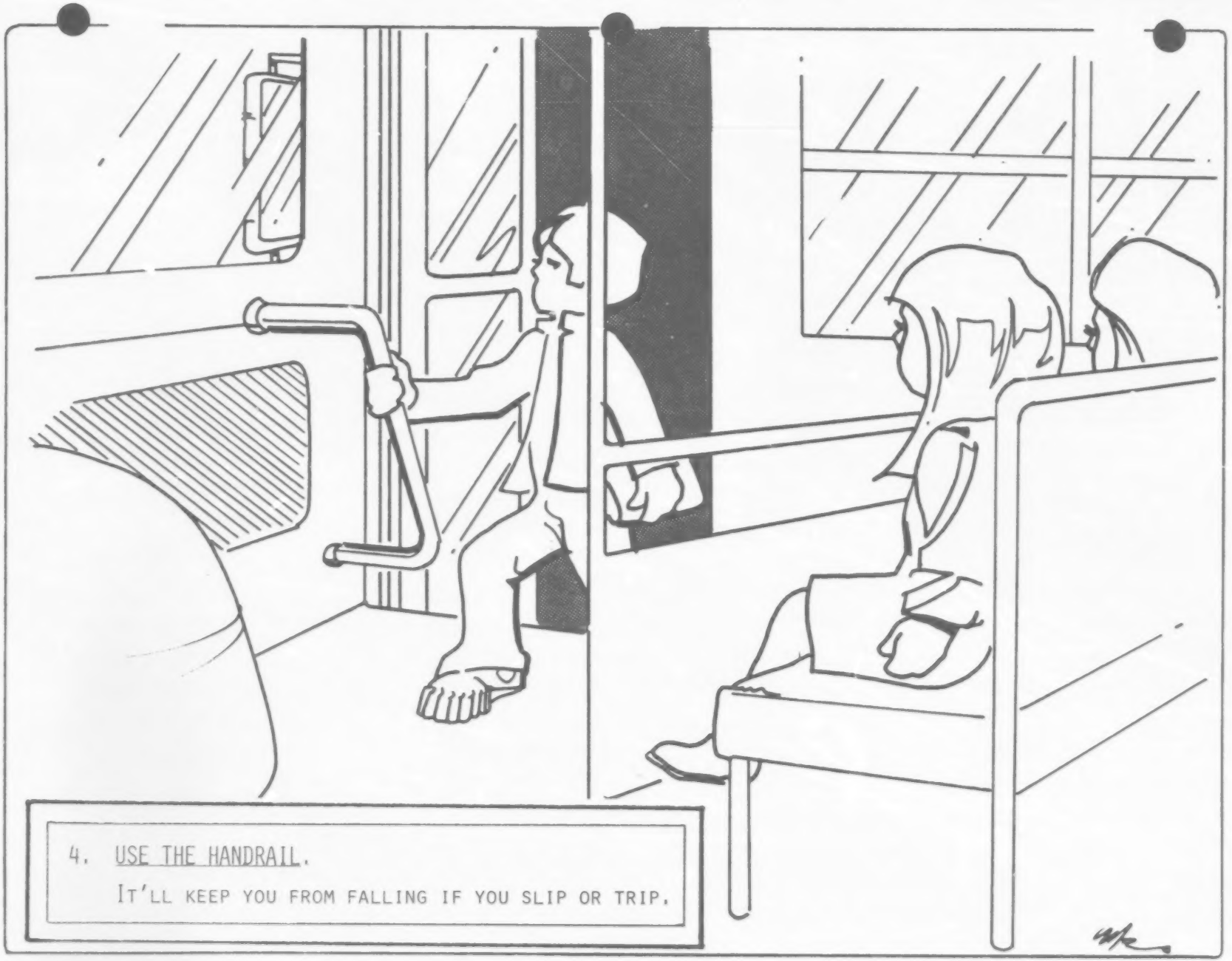
2. GET TO THE BUS STOP ON TIME.

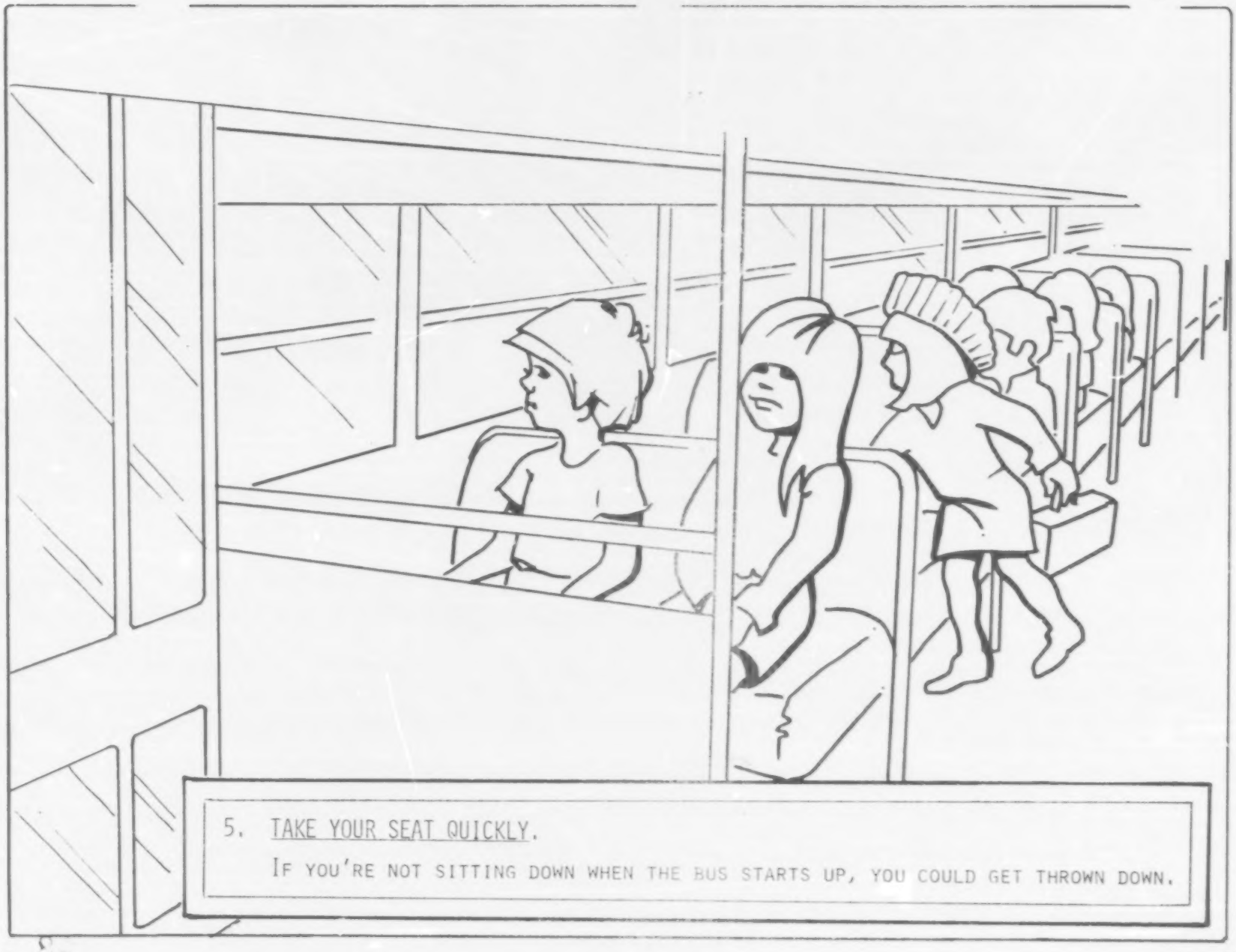
LEAVE THE HOUSE EARLY SO YOU WON'T RUSH INTO AN ACCIDENT.

73

3. DON'T WAIT ON THE STREET.

GIVE THE BUS ROOM TO PULL OVER. YOU'LL BE SAFER FROM TRAFFIC, TOO.

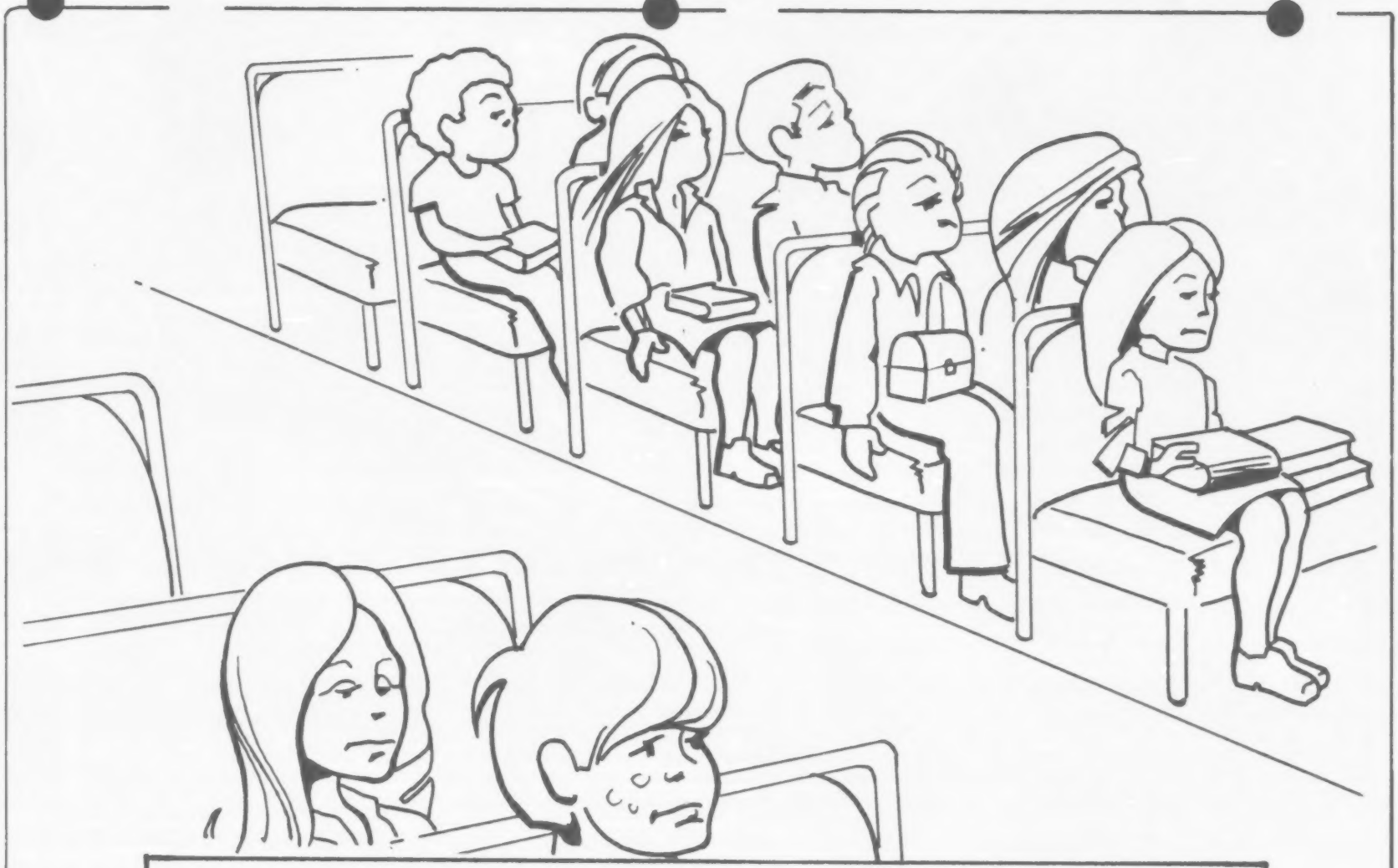

4. USE THE HANDRAIL.
IT'LL KEEP YOU FROM FALLING IF YOU SLIP OR TRIP.



5. TAKE YOUR SEAT QUICKLY.

IF YOU'RE NOT SITTING DOWN WHEN THE BUS STARTS UP, YOU COULD GET THROWN DOWN.

8.



6. KEEP THE AISLE CLEAR.

DON'T BLOCK IT WITH BOOKS, MUSICAL INSTRUMENTS, LUNCH PAILS, FEET, LEGS, OR ANYTHING.

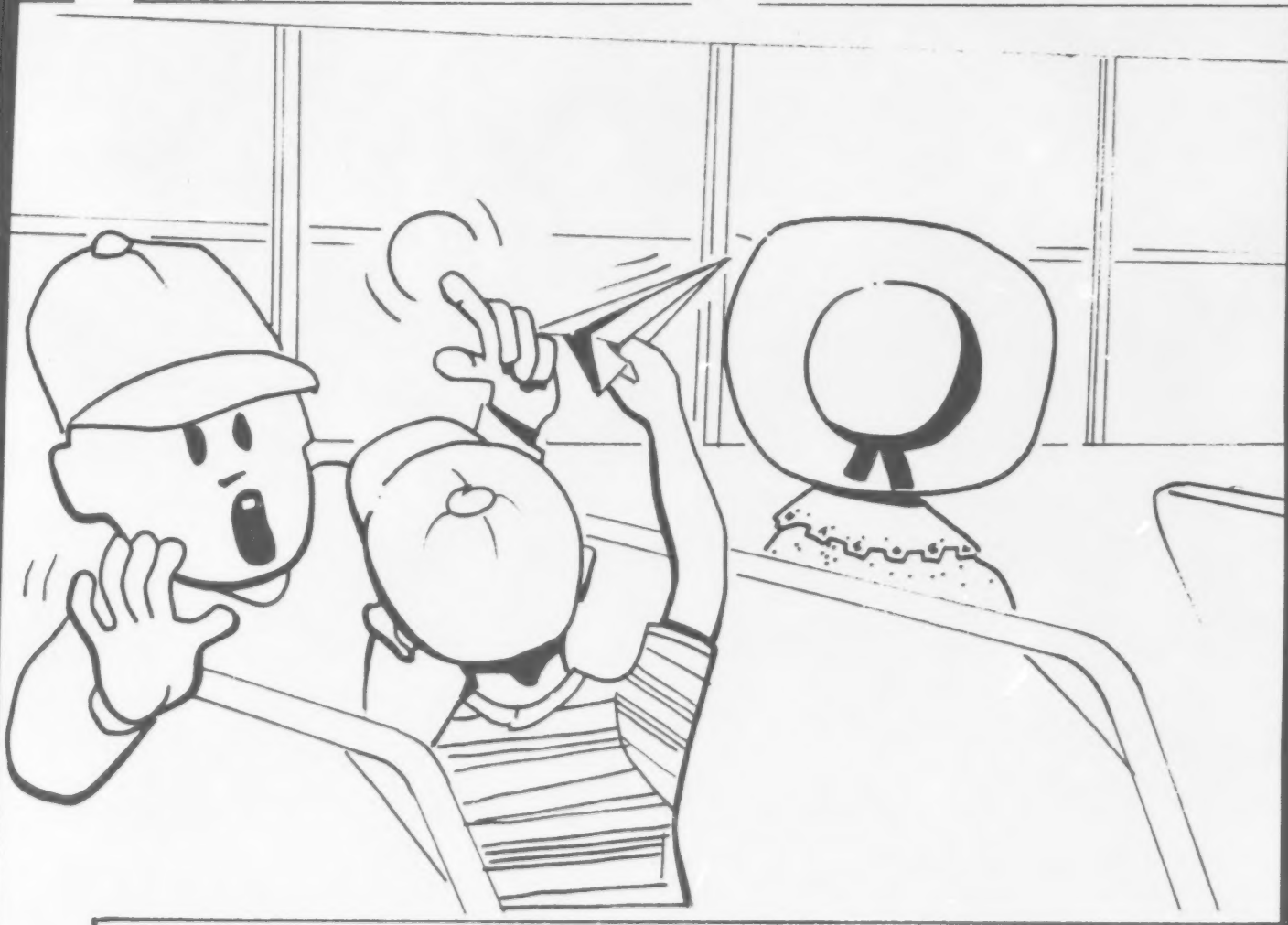
7. NO HOPESPLAY.

HORSING AROUND COULD DISTRACT THE DRIVER AND CAUSE AN ACCIDENT.

83

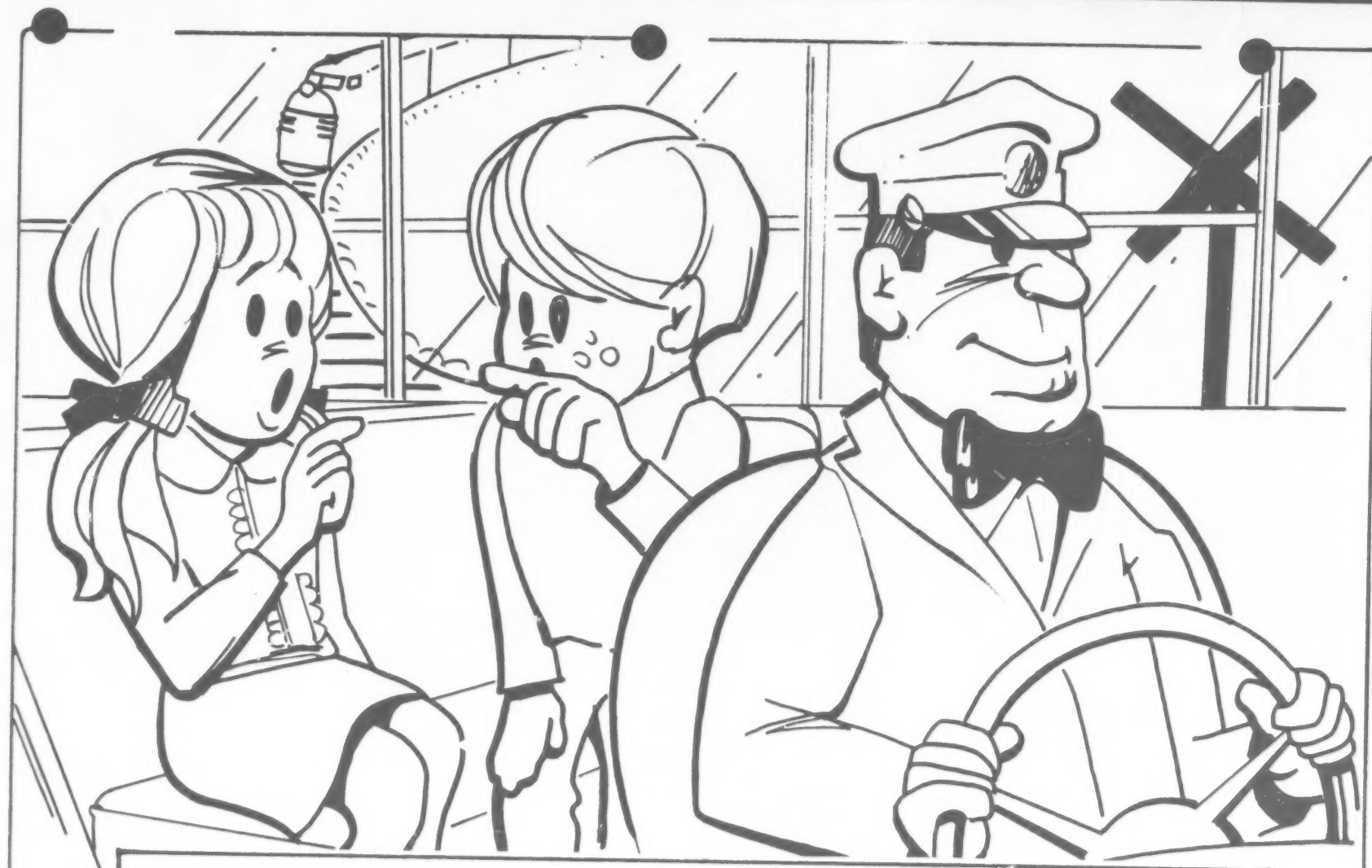
8. GET PERMISSION TO OPEN WINDOWS.

ALWAYS ASK THE BUS DRIVER IF IT'S ALL RIGHT. NEVER PUT YOUR HEAD, ARMS OR HANDS OUT THE WINDOW.



9. DON'T THROW THINGS.

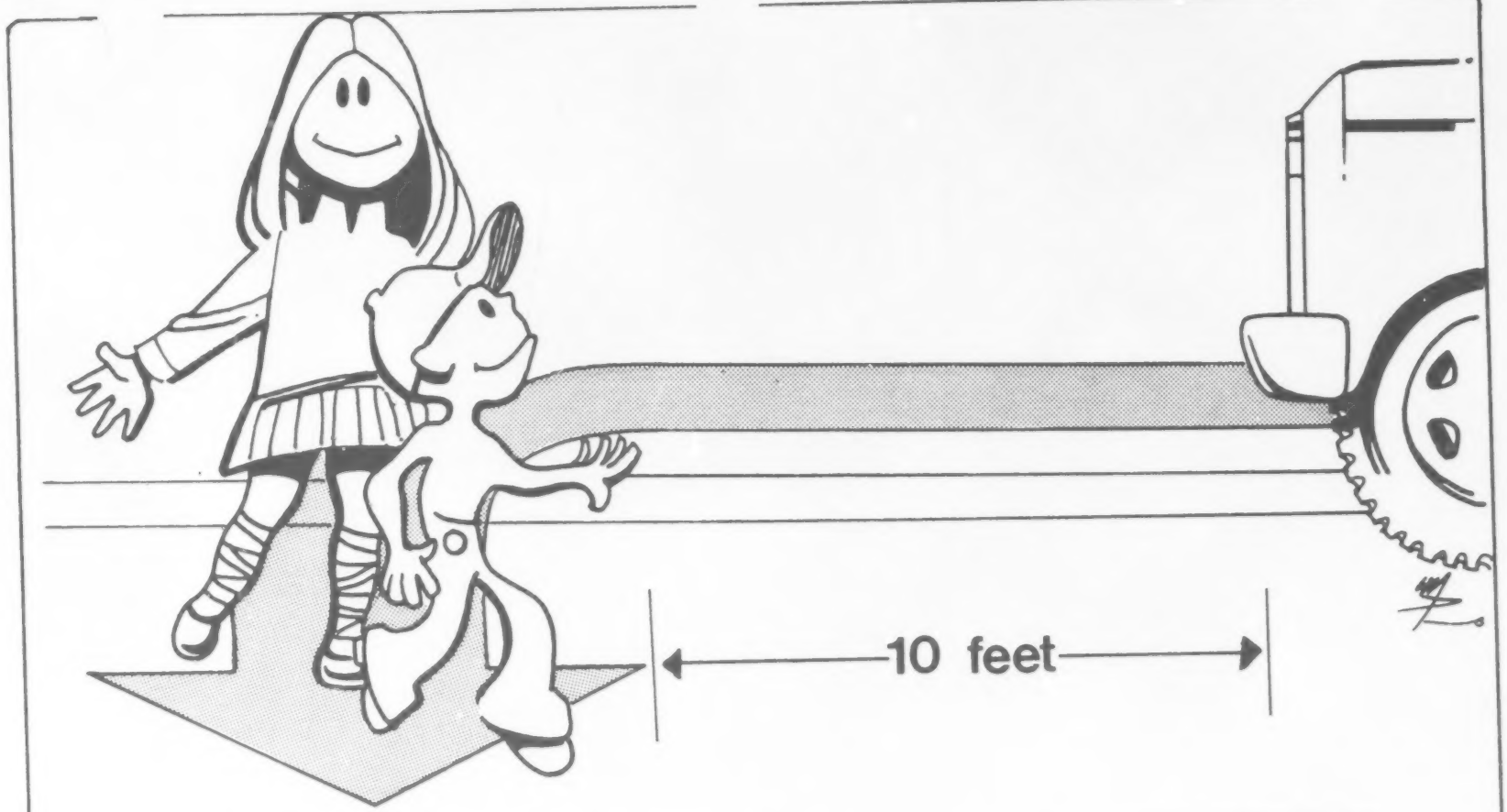
NEVER THROW THINGS IN A BUS, AT A BUS OR OUT OF A BUS. SAVE CANDY WRAPPERS AND OTHER SCRAPS FOR A WASTEBASKET.



10. KEEP IT QUIET.

THE DRIVER HAS TO HEAR WARNING SIGNALS AND OTHER DRIVERS' HORNS. BE ABSOLUTELY QUIET AT RAILROAD CROSSINGS SO THE DRIVER CAN HEAR IF A TRAIN IS COMING.

92



12. BE CAREFUL LEAVING THE BUS.

WALK OUT IN SINGLE FILE. KEEP AWAY FROM THE SIDE OF THE BUS AS IT PULLS AWAY. OF YOU CROSS THE ROAD BEFORE IT PULLS AWAY, CROSS AT LEAST 10 FEET IN FRONT OF THE BUS SO THE DRIVER CAN SEE YOU.

END